

Marion County Public Schools

New Leaf Center



2016-17 Schoolwide Improvement Plan

New Leaf Center

1601 NE 25TH AVE STE 602, Ocala, FL 34470

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	68%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	29

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for New Leaf Center

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of New Leaf Center is to promote the increase of life-long learners by providing a positive educational environment that empowers the at-risk youth of Marion County to be responsible and productive citizens while being supported by a community that recognizes student potential.

b. Provide the school's vision statement.

New Leaf Center is a caring place where students and staff feel they make a contribution and are valued as individuals within a positive school culture that supports collaboration, respect, and trust. New Leaf Center strives to empower students to reach their highest academic potential and encourages social and emotional growth through character development, positive relationships, and a diverse cultural awareness.

2. School Environment

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

It is important that students are part of the collaboration process taking place at New Leaf Center. In order to encourage independent thinking and a love for learning, students must take some ownership in the process, and are therefore constantly made aware of their academic goals. Through positive student-teacher relationships, and a structured learning environment students participate in small group learning opportunities in their classrooms.

To help integrate academic, social, emotional, and behavioral needs, and to create a strong foundation for building relationships, New Leaf implements a very specific process for enrolling new students. Additionally, leaders on campus participate daily in building relationships with students and fostering a positive school climate where students feel respected and are treated fairly.

An essential part of New Leaf's intake process is the employment of a Transition Specialist. His sole responsibility is to gather all necessary information regarding incoming students and their families and to then assist with their transition to and from our school. Our Transition Specialist attends almost all of the Change of Placement meetings that occur for incoming students. He meets the family, talks with the student's previous teachers and administrators and gathers all relevant information that will help support student success while attending New Leaf.

Prior to the student beginning school at NLC, staff members review the students incoming information and develop a plan to best meet their specific needs. When the student and their parents/guardians come NLC to enroll their child, our Transition Specialist greets the family and student, tours them, introduces them to the teacher and paraprofessional and answers any questions the family may have. This process allows for the beginning of a strong family-school relationship and allows NLC staff to learn about and understand diverse cultures and specific student needs.

In addition to our positive welcome and smooth transition for students, NLC staff take care in continuously supporting relationships with students and promoting a culture that is fair and consists of mutual trust and respect. Weekly meetings are held where staff members have the opportunity to discuss specific student needs. It is imperative that we continually work to build relationships with

students by creating school and classroom communities that are accepting of all cultures and specific student need. Regular communication between school and family also helps foster relationships focused on what is best for the child.

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

Safety is a primary concern on New Leaf's campus from the moment students step on our buses to the moment they step off in the afternoon. We recognize that it is imperative for both students and staff to feel safe in order to allow for an environment that is conducive to learning. For this reason, we provide a minimum of one bus aide on each bus, as well as camera surveillance.

Once students arrive on campus we only allow students to enter from assigned doors that are supported by multiple staff members. These staff members work to ensure that students enter with absolutely no outside paraphernalia/contraband. Once on campus, staff provide sight and sound supervision at all times. Students are escorted during all transitions and there is a paraprofessional assigned to each classroom. In addition, there are numerous behavior support staff monitoring the classrooms and hallways throughout the day.

NLC also has a fulltime School Resource Officer on campus, who helps to support these formal structures that have been established for student safety in and around the school. Other support services utilized at NLC, including therapeutic counseling, also play an important role in meeting the social and emotional needs of our student population, which contributes to the safety and overall wellbeing of students. New Leaf administration and supporting staff work hard to monitor teacher and student perceptions regarding school climate, promoting an atmosphere where students feel safe sharing any concerns they may have regarding their safety and/or the safety of others.

c. 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 students at New Leaf Center are very unique because they have additional social, emotional, and behavioral challenges, often coupled with learning disabilities, in comparison to most students in public schools. Behavior issues are an obvious variable for the students at New Leaf. To address these behavioral needs, a school wide behavior modification point system, in which students earn points for positive behavior, or letters to identify negative behaviors, is in place. Using this system, students earn "days" toward completion of the behavior program allowing a return to base school.

As part of the behavior modification program implemented at NLC, progress is closely monitored and data is collected every five minutes throughout the day. This intensive intervention and progress monitoring system allows for a seamless multi-tiered system of supports that meets the needs of all students. Additional supports are provided for students throughout this process and frequent, short term rewards are utilized to promote student success. NLC's positive behavior system utilizes a token economy for more immediate positive reinforcement and provides tangible rewards (available for purchase through the school store) for making good choices. Students also have the opportunity to participate in school clubs once they exhibit consistent school appropriate behaviors.

The primary purpose of modifying student behavior at NLC is to equip students with the tools to be successful in an academic setting that includes cooperative learning and group cohesion. With this in mind, staff are trained to implement the PBS system and behavior interventions in a way that supports academic success and does not allow negative behaviors to be a disruption to instructional time. Rules are in place at NLC and consequences are implemented with fairness and consistency. Behavior expectations are clear to students and NLC staff are well trained in protocols for disciplinary

incidents.

All staff are trained in several programs to aid in dealing with student behavior. We utilize a cognitive behavior modification system that reinforces appropriate behavior while documenting target-reduction behaviors to set treatment goals for improving school behavior. Special attention is given to approaching students in crisis using the T.E.A.C.H. program, which stands for Techniques for Effective Adolescent and Child Handling. All staff are trained in TEACH for verbal deescalation and physical intervention to use when needed.

d. 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.

At New Leaf Center, there is an emphasis on the emotional wellbeing of students. To assist with the social and emotional needs of our students, New Leaf Center contracts with Ocala Consulting and Prevention. They provide NLC with a full-time mental health counselor on our campus. This mental health counselor provides regular therapy sessions to students who exhibit the need. In addition, she assists in crisis prevention, performs risk assessments, and responds to emergency situations as needed. In addition, the counselor makes regular contact with parents and assists families in finding provision of services through outside resources.

New Leaf also employs a fulltime behavior specialist who works in classrooms with students and teachers to support student achievement. She works with teachers to develop individual behavior plans. Once these plans are developed she creates any recommended visual supports and then assists teachers and students in their implementation. In addition, our behavior specialist tracks student behavior data and analyses target and replacement behaviors. Finally, she provides small group social skills training in classrooms.

A problem solving team meets weekly to discuss individual at-risk students, share data and modify existing behavior intervention plans. This team consists of principal, behavior specialist, teachers, transition specialist, paraprofessionals, transportation coordinator, academic coach, and student services coordinator.

New Leaf also provides many outside agencies access to our student population throughout the day for wrap out services (i.e. counseling, mentoring and law enforcement monitoring).

3. Early Warning Systems

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

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

New Leaf Center is an alternative education environment serving Marion County Public School students referred through a district referral system. Referred students have demonstrated a need for additional behavioral and therapeutic services offered in a more restrictive setting. As a result of New Leaf Center's purpose in serving students who are at risk and in need of an alternate setting, a large percentage of the student population exhibit early warning signs, including low attendance rates, a high number of discipline referrals, which often result in suspensions, course failures, and low levels of achievement on standardized state assessments. As a part of the early warning system at NLC, staff members work closely to provide resources that will reduce the occurrence of these early warning signs.

Attendance is monitored closely by classroom staff and the attendance clerk. Personal phone calls are completed by homeroom staff after a student has missed three consecutive days. Social work referrals are generated after ten days. Incentives are offered on a weekly basis for perfect

attendance, as we find our population does best when offered frequent incentives. In addition, we offer classroom incentives for the homeroom with the highest percentage of attendance. This is celebrated on a bi-weekly basis.

Students are referred to New Leaf Center because of behavioral concerns and have been likely suspended from one to ten days while awaiting placement through the Individual Education Plan meeting process. Students are rarely suspended from New Leaf because the primary function of our program is to serve the struggling, at-risk student in the educational environment, while assisting the student to develop school-appropriate coping skills to enhance his or her success. When suspensions do occur at New Leaf, it is only after exhausting all other resources.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	2	2	5	4	10	11	12	16	15	5	7	4	97
One or more suspensions	7	3	3	6	5	12	10	8	13	10	7	5	1	90
Course failure in ELA or Math	0	0	0	0	0	0	2	7	11	14	5	5	5	49
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	3	3	7	5	15	13	12	18	21	9	5	5	123

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

To improve academic performance of students identified by the early warning system, staff at New Leaf Center work closely to problem solve and carry out action plans based on specific student needs. Teachers are supported by administration and other faculty members in implementing interventions and supports that will allow students to be successful academically.

New Leaf's Synergy team consists of the Principal, Student Service Coordinator, Instructional Coach, Testing Coordinator, Behavior Specialist, teachers, and School Psychologist. Through "Tier Talks," this team closely monitors students' response to interventions and identifies any further needs not being addressed. This team also generates a social work referral resulting in district support for all students with ten or more absences.

Although the majority of students attending New Leaf Center are already being served within an Exceptional Student Education program, many are still receiving academic and/or behavior interventions within the MTSS process.

K-12 students receive daily reading intervention. In addition, K-5 students receive daily math intervention. This time is used to work on the students' specific academic deficits, and the majority of our academic instruction is carried out in a center based model. This allows for teachers to differentiate and work in small groups throughout the day. As regular data meetings are held to

assess student need and assist teachers in the development and implementation of these interventions, New Leaf Center strives to close the achievement and opportunity gaps that exist among our students.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Kingsbury Academy desires to have 100% parent participation in one school sponsored event/ meeting after registration, i.e. parent nights, parent conference, IEP meetings, graduation.

2. 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.

While New Leaf Center is still working to secure a business partner, staff at NLC's board of directors consists of local business men and women who strive to make a difference for our school, individual students and overall success. New Leaf administrators continuously make efforts to reach out the greater community for student benefits. Examples include provision of resources from businesses such as the local newspaper and library system, as well as organizing on-site fieldtrips/ demonstrations/ visits from professionals, such as the police department K-9 unit.

New Leaf Center recognizes the need for external stakeholder involvement and the contribution that can be made by community members for student improvement in both academics and citizenship. Wrap around services and interagency support for our students is highly valued for purposes including positive youth development, mental health counseling, social skills development, and internships/ career exploration opportunities. It is the intention of NLC to continue working to mobilize community support as well as to increase opportunities for our students to contribute to society in a positive manner. By opening up channels of communication that will initiate mutually beneficial partnerships, New Leaf hopes to establish much needed supports for students and families.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Vernon, Katherine	Principal

b. Duties

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

New Leaf Center's Leadership Team consists of the Principal, Katie Vernon; Student Services Coordinator, Cassandra Malpica; Curriculum Coordinator, Christina Thrasher; Transition Specialist, Chris Bennett; and Lead Paraprofessionals Kiwanis Hubbert and Lorenzo Austin. Additionally the leadership team receives support from other professionals including Behavior Specialist, Gina Scully; School Psychologist Kristen Cook; and other supporting district personnel. The School Leadership Team at NLC works very closely to monitor progress toward reaching school goals and continuously meets to conduct needs assessments, analyze data, develop action plans, and resolve conflicts. Collaboration with all educational professionals on campus takes place at New Leaf for this purpose. Additionally this team leads the school in communicating and modeling our mission and vision to students and families, which includes high expectations for student learning.

Leaders at New Leaf Center aim to merge instructional needs with behavioral needs in effort to form an operational system that is conducive to the academic success of all students. Student learning is the primary responsibility of all faculty and staff, which fosters a culture for learning at New Leaf. This philosophy drives all decision making regarding operations and the implementation and evaluation of both instructional and behavioral programs at our school.

Distributed leadership is implemented at New Leaf and this team operates under a shared vision as well as trust and respect that is essential in developing strategic plans for academic success. The Principal, Katie Vernon, oversees all operations: managerial as well as instructional. She collaborates with all faculty for planning and improvement purposes, provides focused and ongoing feedback, communicates decisions, performs formal and informal observations which include pre and post conferences, completes evaluations for all faculty members, supervises the execution of professional development plans, and leads the school in fostering a positive environment with a shared vision. Mrs. Vernon also works hard to select and retain highly qualified teachers and other personnel who are eager to continue growing professionally.

Under the direction of the Principal, the Student Services Coordinator and Curriculum Coordinator work closely together to support teachers in lesson planning, professional development, data analysis, decision making, and providing academic interventions for students in need of them. Ms. Malpica ensures that daily operations and discipline procedures are supportive of student learning and instructional goals. Mrs. Thrasher coordinates assessment for all students. Additionally both of these roles include allocating curriculum resources, selecting programs for student learning, leading teachers in instructional practices, monitoring assessment data/ student progress for mastery of standards, contributing to informal observations and classroom walkthroughs, and providing aggregated data for administrative decision making.

Mr. Bennett plays an essential role in the instructional process as the Transition Specialist, considering the high mobility of our student population. As students transition to and from NLC, Mr. Bennett ensures that students are enrolled in the correct courses, facilitates credit recovery as needed, and continuously examines transcripts to ensure students are earning units and credits, as well as all graduation requirements. All members of the Leadership Team monitor instruction to ensure it aligns with district pacing guides and curriculum maps for this purpose, as well as to guarantee a vertical alignment of curricula across grade levels.

All students 6-12 grade have been identified and are served within the ESE program. The MTSS process for secondary students is only used when a secondary student specifically requires additional testing for the consideration of another ESE program. Additionally, a small amount of regular education elementary students are referred to our program and are usually in the process of receiving tiered interventions within the MTSS process. The principal oversees this process, while other leadership team members and teachers support the process by giving input, collecting data and

implementing the interventions for identified learning needs. The district assigned school psychologist supports New Leaf staff in completing this process.

Other members of the School Leadership Team, including Mr. Bennett, Mrs. Scully, Mr. Austin, and Ms. Hubbert contribute to the academic success of students by identifying behavioral needs that are essential to the learning process. Through social skills development as well as use of our behavior modification program, these members assist teachers in the process of providing students the supports and tools needed to overcome the behavioral challenges that are a barrier to academic success.

2. 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.

The School Leadership Team works closely to determine student needs in a multitude of areas, and also to provide resources that support those needs so students can be successful.

Academically, NLC follows the district curriculum and utilizes district adopted textbooks and instructional materials. In addition, research based interventions are used for students in need of more intensive instruction to close gaps and decrease deficits. To allocate these resources, the School Leadership Team collaborates to first determine priorities and then to make decisions based on data that is available. With stakeholder involvement and input from our Board of Directors/ School Advisory Council, fiscal resources such as contract provisions and Title I A funding, are used to purchase aligned materials that will assist in meeting the needs of all students.

Behaviorally, all enrolled students participate in a cognitive behavior modification system as a part of the program at New Leaf Center. This data is collected on a daily basis in approximately 5-minute intervals. Behavior data, therapeutic input and academic progress is discussed in a weekly meeting for each individual student as well as each class and cohort. This data guides the staff in determining how to best meet the needs of every at-risk student behaviorally, emotionally, physically, and academically.

Synergy meetings take place weekly at New Leaf Center for the purpose of needs assessment and progress monitoring. Ms. Malpica directs elementary staff, while Mrs. Thrasher leads Secondary staff. Data binders are kept by these administrators to assist in maximizing student outcomes. Additionally designated staff members meet as needed to discuss specific students and their track to returning to their base schools. The principal meets with the school psychologist weekly and the entire administrative staff biweekly at which point the team discusses progress with MTSS as well as other aspects of both core instruction and intensive interventions.

Maintaining focus on eliminating the achievement gap includes close monitoring of student data through technology based student management systems as well as classroom records kept by teachers and ongoing Synergy meetings. Sources of data are used continuously to determine progress and establish further needs for interventions that can make the highest impact. Involving teachers in this process, as well as in the development of instructional strategies for core curriculum, intervention protocols for struggling students, and decisions regarding scheduling and use of instructional time, allows for a vested interest and teacher desire to participate in meaningful professional learning. accountability systems and analyzing data. In this process the Leadership Team works to ensure that all variables are considered when planning for differentiated instruction and aligning resources for carrying out Individualized Educational Plans. This type of collaboration is

an essential aspect of maintaining a successful instructional model, which is necessary for meeting the needs of all learners enrolled at New Leaf.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Katie Vernon	Principal
David Young, Chairman	Business/Community
Patrick Moses, Treasurer	Business/Community
Wayne Tutt, Officer	Business/Community
Rose Marzella, Officer	Business/Community
Chip Wildy, Officer	Business/Community
Dr. Donald Hunt, Officer	Business/Community
Gary Simons, Officer	Business/Community
James Peoples, Officer	Business/Community
Katherine Vernon	Principal
Chris Bennett	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC reviewed last year's School Improvement Plan and supporting data regarding student achievement and growth. This data is used to develop an action plan for the current school year and future goals. As a means of ongoing communication regarding school improvement, student progress is discussed at SAC meetings, as they assist the Leadership team in evaluating the plan and making recommendations for revisions. SAC shares in celebrating successes and has helped throughout the year to problem solve as needed.

b. Development of this school improvement plan

SAC reviewed previous school year data, last year's School Improvement Plan, the staffing plan created by administration and the Director of Operations, and goals for the upcoming year. As the Principal, the Student Services Coordinator, and the Curriculum Coordinator collaborated to draft this School Improvement Plan, SAC was consulted for input for the development of strategic action plans for improvement in specific areas.

c. Preparation of the school's annual budget and plan

SAC committee and leadership team reviewed the data to verify the effectiveness of programs, materials etc. purchased with fiscal resources available this school year. Through extensive review and collaboration regarding current needs, SAC contributed to the planning process and the annual budget. The annual budget and proposed purchases are also reviewed by the school leadership team when appropriate.

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

N/A

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

No

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

As a contracted alternative school, New Leaf is continually recruiting SAC members due to the transient and ever changing nature of our population. The Board of Directors is primarily responsible for the Student Advisory Council, as they are the most consistent members. Parent and student involvement in this council is ever-changing as students are continuously returned to their base schools.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bennett, Christopher	Administrative Support
Vernon, Katherine	Principal
Malpica, Cassandra	Administrative Support
Thrasher, Christina	Instructional Coach
Davis, Ebony	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team meets monthly to analyze and review student data. The LLT works to promote a culture of learning and love of literature through extensive professional development opportunities and the implementation of a school wide reading program. The Literacy Leadership Team fosters academic goals for high quality instruction and high expectations for student learning, and works closely with administration to promote practices such as devoting sufficient time for planning, carrying out, and reflecting on lessons, as well as monitoring progress of students. The LLT also fosters academic growth through the identification of individual student goals and regular (formal and informal) progress monitoring.

Based on the aggregation and analysis of formative and summative assessment data, members of the Literacy Leadership Team continuously identify specific needs for literacy improvement. The team then develops plans for improving the instructional design of reading and writing, while also giving attention to the core curriculum and interventions in Tier II and Tier III for students in need of multi-tiered systems of support. Assessment scores at New Leaf indicate a specific need for improvement in the area of oral reading and comprehension/ vocabulary acquisition, which drives the need for strategies that will improve teaching techniques in these areas. To implement differentiation among all tiers, including the core curriculum for Tier I, the LLT develops professional development for teachers that will assist in organizing lessons which allow for flexible grouping and reading centers with supports built in to attend to emotional/ behavioral needs.

Members of the LLT play very specific roles to ensure success of the team as a whole. Mrs. Thrasher

and Ms. Malpica work closely together as team leaders. Mrs. Thrasher conducts a needs assessment for all students upon enrollment with New Leaf Center. She heads the implementation of reading interventions and enrichment for secondary students, while Ms. Malpica carries out these same tasks for elementary students. Language Arts and Reading teachers are responsible for executing research based instructional strategies that are overseen by the Literacy Team. Lead teachers, Ms. Pietrzak, Mr. Buncie, and Ms. E. Davis help to facilitate, monitor and support these efforts across content areas. The LLT is working hard to develop a school library that will support our desired outcomes.

D. Public and Collaborative Teaching

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

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

New Leaf Center works hard to promote a collaborative culture among all staff, as this is essential to the success of our at-risk population. Teachers participate in Professional Learning Communities in which they are able to participate in shared educational planning and the development of problem solving strategies for academic growth. In addition, instructional staff meet biweekly as departments and weekly as elementary, middle and high school teams. During these meetings, teachers address items on a monthly agenda per administrators, as well as problem solve for various issues and strategically plan together for achieving desired learning outcomes.

Continuous collaboration among administrators, teachers, paraprofessionals, and other supporting personnel is essential to the success of carrying out our action plan as the year progresses. With a collaborative structure in place, teachers at New Leaf are able to comfortably clarify what they learn through professional development and use it appropriately to design effective plans for curriculum and instruction, develop assessment models, and analyze data to improve student performance.

Additional meetings take place at New Leaf Center, alternating between Professional Learning Communities, staff/ faculty meetings, and professional development opportunities focused on differentiated instruction and understanding literacy standards, as well as instructional techniques for diverse learners. Ongoing classroom visits, including "walk-throughs" and evaluations, occur in all classrooms, and are followed by consistent feedback from school leaders to allow for ongoing improvement. School leaders participate in the process as the critical eye to conduct ongoing assessment of progress toward meeting school goals and remain directly involved in all parts of the improvement process.

Teachers will continue professional development designed by school leaders, as well as organize their own learning to allow for personal growth as educators, which are based on professional development plans created by each teacher in the beginning of the school year. The administration at New Leaf Center remains part of the instructional process through frequent classroom visits, participation in teaching, observing (both formally and informally) all teachers, and providing feedback to all instructional staff throughout the evaluation process. As the year goes on teachers will also continue to participate in professional learning communities, collaborate with their peers, self assess their instructional practices, and reflect on teaching from one lesson to the next.

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

New Leaf Center's administrative staff is responsible for recruiting highly qualified teachers and support staff. New Leaf provides compensation for instructional positions that is comparable to the Marion County School District. In addition, all highly qualified and in-field teachers are offered a \$1000 pay differential as an incentive for working with our challenging population. Also, NLC covers the cost of adding a subject area to teachers' certifications upon passing the state subject area exam. Teachers are

screened and certifications are maintained through the district office. To assist with retaining highly effective and highly trained individuals, the New Leaf leadership teams works to promote a positive culture and professional environment where teachers feel supported, respected, and valued as a significant member of our team.

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

Beginning teachers and teachers new to our school participate in an orientation/induction program that offers extensive trainings in both instructional and behavioral modification techniques. New teachers on campus are provided on-going support from mentor/peer teachers and take part in the continuous communication with administrators who offer feedback for professional growth. As part of this process, new teachers are assisted in obtaining professional educator certification and subject area development. Through a co-teaching model, new teachers are given opportunities to utilize assistance from peer teachers and to observe effective instruction in other classrooms. Weekly mentoring/ coaching from peer teachers is utilized to assist new teachers in building trusting relationships with colleagues and successfully setting and meeting high expectations.

The daily schedule is also built in a way that allows for co-teaching, as applicable, and a planning period for all teachers. Teachers utilize this time to plan collaboratively, review data, and use assessment results to drive instructional decision making. This time is also used for teachers to meet with administrators regarding specific learning objectives or teaching practices and to participate in shared decision making. This time is also used for mentor teachers to conduct peer observations and for instructional teams to offer each other support and/or plan across curriculums.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

New Leaf Center utilizes the Marion County Public Schools adopted curriculum, adheres to the curriculum/pacing guides and participates in required district and state-wide student assessments. Instructional staff are encouraged and provided the opportunity to participate in professional development opportunities offered by the district, including online courses and book studies. The administrative team monitors lessons plans, reviews data for standard mastery and has a continuous presence in classrooms.

The master schedule at New Leaf is designed to allow for intensive courses for students in need of additional instruction. To decrease the achievement gap at New Leaf, teachers use differentiated instruction that aligns with Florida Standards. Resources are also allocated to supplement core instruction and as intensive interventions for all students in kindergarten through twelfth grade. These research based interventions allow teachers to assess students, determine areas of need, assign specific goals, monitor progress, and analyze data successfully.

b. Instructional Strategies

1. 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.

Administration and staff use results gathered from district and state assessments (Learning Checks, Reading Writing Assessments, Document Based Questions, Focus Calendar Assessments, End of Course Exams & Florida Standards Assessments) to make decisions regarding student achievement and individual student needs. This data analysis provides essential information to teachers as they plan for differentiated instruction and the diverse educational needs of our student population. All students receive direct instruction and have the support of an instructional paraprofessional along with the teacher in all academic areas. Intensive reading and math programs are used to assist students demonstrating a need for additional intervention to close the achievement gap.

The relationship between behavior and academic achievement has influenced New Leaf to implement an instructional program in which teachers educate in small groups, with center rotations and a station for a paraprofessional to remediate or enrich learners as needed. This provides teachers with an instructional design that allows for instruction of core content in small groups with center based learning. This strategy supports three stages of learning: introducing new content, reviewing content with support, and independent practice for standard mastery and provides for a built in Gradual Release of Responsibility, as students move from the teacher ("I do"), to the paraprofessional ("we do"), to independent practice ("you do"). This design also allows for flexibility in differentiating instructional delivery models and teaching at various levels of intensity.

The instructional program implemented at New Leaf incorporates rigorous, standards based instruction, making teaching and learning a primary focus for everyone. Teachers are encouraged to clarify objectives and analyze data for purposes of driving instruction for individual students and determining critical elements within the curriculum. As teachers differentiate effectively, the expectation is that students will be more engaged in classroom activities, and will therefore retain more information long term. Teachers also remediate, reteach, and review material weekly, monthly, and quarterly to provide ongoing practice, support automaticity, measure progress, and identify content retained by all students.

2. 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: 0

na

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

na

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

New Leaf utilizes a full-time Transition Specialist to assist incoming and outgoing students as they transition from one placement to the other. This Transition Specialist participates in IEP meetings for incoming students and reaches out to parents/guardians to obtain pertinent information for enrollment and to establish positive school/family relationship. In addition, the New Leaf administrative team communicates with students' base schools to ensure a successful transfer of student grades and credits, movement of student records, and a smooth transition within appropriate courses and supporting interventions as needed.

Since New Leaf Center's primary purpose is to modify student behavior and return them to their base school where they can be served in a less restrictive environment, it is rare that we keep students from cohort entrance in 9th grade, through graduation four years later. Students do, however, often remain at New Leaf as they transition from one level to the next, such as fifth to sixth grade, or eighth to ninth grade. To help with this transition, New Leaf staff holds meetings to articulate imperative information to the students and families regarding changes in curriculum, expectations, and student responsibilities. If the student remains on our campus from one grade level to the next, this communication is done in-house. If the student is transitioning back to a base school for sixth grade or for ninth grade, we hold a meeting that involves representatives from the base school, as well as district personnel, and parents/ guardians.

To ensure fluid movement for students, New Leaf staff communicates regularly with other schools and with the district's guidance and testing department to be sure students are receiving appropriate courses, earning credits, participate in all required assessments, and meet any other criteria for graduation.

b. College and Career Readiness

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

New Leaf Center makes efforts to advance college and career awareness through continuous communication with our students about their short and long term goals, including plans for a future career. Through positive student- teacher relationships, New Leaf staff offers support in developing these goals and determining the steps to achieving them. NLC administration/ guidance members reach out to appropriate community organizations on an individual student basis, depending on interest, especially for students in high school grades. Examples include Vocational Rehabilitation, Community Technical Adult Education, College of Central Florida, Marion Technical Institute, schools with special programs such as Catapult Academy, and businesses specific to the field of interest as applicable. In addition we work with educational liaisons with organizations such as Kid Central to facilitate higher education for students in foster care.

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

Unfortunately, New Leaf Center's program does not allow for much flexibility in the courses available to students. Electives mostly consist of intensive courses for students in need of support in academic areas. Because of this, students are not able to participate in elective courses that teach technical content specific to a vocation, industry, or career field. Teachers do, however, encourage students to apply what they are learning in core content areas to other areas in their lives. As part of social skills training and behavior modification, teachers infuse student learning in this area throughout the day in an effort to prepare students for success in any career field. Our goal at New Leaf is to equip our students with skills that will allow them to appropriately communicate and interact with others in a

manner that will help shape them into responsible, productive members of society so they can be successful in any career or vocation they choose.

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

Career education takes place at New Leaf at multiple grade levels, but becomes more intense for middle grades, and most significant for students in ninth through twelfth grade. Career exploration is especially incorporated in 8th and 10th grade Social Sciences, where students also participate in interest inventories to encourage them to start planning for their future education and career path. In English Language Arts courses, students are provided extra materials and resources to learn more about a chosen career and are expected to complete a research paper on their chosen topic. Additionally, in Intensive Reading courses for middle and high school, students participate in research labs that incorporate career studies. Lastly, students participate in the development of their Individual Education Plan that incorporates a career focus beginning in sixth grade. A Graduation Review Meeting and Post School Transition is also developed as a part of the student's Individual Education Plan.

4. 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.

Have college advisors/ college students to come talk to students about postsecondary education. In addition, field trips to visit colleges will be offered to students.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

n/a

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

n/a

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers engage in quality professional development and participate in professional learning communities, then student learning gains will increase in math and literacy across the curriculum.

- G2.** New Leaf teachers will implement instructional strategies to decrease the achievement gap and will closely monitor progress for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers engage in quality professional development and participate in professional learning communities, then student learning gains will increase in math and literacy across the curriculum. 1a

G087378

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0
Writing Achievement District Assessment	70.0
Math Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Current Schedule

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum / Instruction Coordinator
- Assessment and Progress Monitoring tools
- Behavior Modification strategies

Plan to Monitor Progress Toward G1. 8

District assessment data, Student progress in literacy and math program (teacher monitoring and recording), Lesson plans for differentiating instruction

Person Responsible

Cassandra Malpica

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student grades, IEP progress reports, credit allocation, behavior data, student movement on school-wide Data Wall, Performance Matters data, Independent Reading Level Assessments

G2. New Leaf teachers will implement instructional strategies to decrease the achievement gap and will closely monitor progress for all students. 1a

G087379

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	70.0
Writing Achievement District Assessment	70.0
ELA Achievement District Assessment	70.0
ELA/Reading Gains District Assessment	1.0

Targeted Barriers to Achieving the Goal 3

- Wide achievement gap among students in each classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development
- Behavior modification/ Student engagement techniques
- Implementation of research based intensive interventions

Plan to Monitor Progress Toward G2. 8

Data meetings will take place and include instructional and support staff who can assist in strategic planning and problem solving for individual students.

Person Responsible

Christina Thrasher

Schedule

Biweekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Participation of data meetings will be recorded, differentiated lesson plans and student goal mastery will be recorded, monitored, and used as evidence of implementation of action plans, data analysis, and reflection/ revisions of instructional plan.

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. If teachers engage in quality professional development and participate in professional learning communities, then student learning gains will increase in math and literacy across the curriculum. **1**

 G087378

G1.B1 Current Schedule **2**

 B232202

G1.B1.S1 Design master schedule to accommodate more planning time for teachers and a training schedule that is conducive to ongoing professional development. **4**

 S245073

Strategy Rationale

If teachers are given more time during and after school hours to participate in collaborative planning, data analysis, and professional development, classroom instruction will improve and will be reflected in student learning.

Action Step 1 **5**

Professional Development/ Professional Learning Communities

Person Responsible

Christina Thrasher

Schedule

Biweekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, lesson plans, work samples and administrative walk-throughs and observations.

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

Classroom walk-throughs

Person Responsible

Cassandra Malpica

Schedule

Daily, from 8/1/2016 to 5/26/2017

Evidence of Completion

Observing instructional practice for implementation of professional development focus such as scaffolding and differentiating instruction appropriately; monitor teacher lesson plans, assessment participation, and progress monitoring

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

Administrative Walk-throughs and observations, District level year-long student performance data, State assessments, Tracking independent reading levels

Person Responsible

Katherine Vernon

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Teacher Evaluations/ student performance data, disaggregated student data,

G2. New Leaf teachers will implement instructional strategies to decrease the achievement gap and will closely monitor progress for all students. 1

G087379

G2.B2 Wide achievement gap among students in each classroom 2

B232205

G2.B2.S1 Adjusting the master schedule to include intervention courses in writing and math as well as reading. In addition, we will provide instructional support and additional resources in all academic areas.

4

S245075

Strategy Rationale

Offering more instructional time for students in areas of need, additional opportunities for independent and supported practice, and instructional support to teachers will allow for more effective differentiation of instruction and individualized goals that support student growth.

Action Step 1 5

New Leaf Center will offer students additional courses for intensive academic interventions and will provide teachers support/ resources for additional intensive instruction in core areas.

Person Responsible

Katherine Vernon

Schedule

On 5/26/2017

Evidence of Completion

Review of lesson plans, classroom walkthroughs, student data analysis for interventions

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

Teachers will take part in Professional Learning Communities with a focus on subject area differentiation, scaffolding, and other instructional strategies. Participation in these meetings, as well as data meetings and other Professional Development offered to our teachers, will be recorded with sign in sheets. Administrative walk-throughs and observations, review of weekly lesson plans, and communication with teachers will be used to monitor implementation. Peer observations and feedback from Instructional Coach and Professional Development Specialist will be used as well.

Person Responsible

Cassandra Malpica

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans and evidence of assessment data use in instructional planning, observations/evaluation records, teacher sign-in sheets for PLCs and PD participation, work samples, aggregated data from support personnel and peer observations, updated student data wall and student portfolios

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

Administration and support personnel will continuously collaborate with teachers, monitor lesson plans, and review data for analysis of program effectiveness. Through distributed leadership and grade level committees, collaboration will take place for data analysis and will include multiple steps to a review process, including planning, implementing, and revising the plan as needed. Teachers will be assigned duties for surveying each other within their departments for classroom data and reflection on instruction as and assessment data for standard mastery.

Person Responsible

Christina Thrasher

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Collection of student assessment data, student grades, IEP goals/progress reports, district assessments, state assessments, classroom formative and summative assessments, classroom portfolios, work samples, observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M330045	District assessment data, Student progress in literacy and math program (teacher monitoring and...	Malpica, Cassandra	8/15/2016	Student grades, IEP progress reports, credit allocation, behavior data, student movement on school-wide Data Wall, Performance Matters data, Independent Reading Level Assessments	5/26/2017 biweekly
G2.MA1 M330050	Data meetings will take place and include instructional and support staff who can assist in...	Thrasher, Christina	8/26/2016	Participation of data meetings will be recorded, differentiated lesson plans and student goal mastery will be recorded, monitored, and used as evidence of implementation of action plans, data analysis, and reflection/ revisions of instructional plan.	5/26/2017 biweekly
G1.B1.S1.MA1 M330043	Administrative Walk-throughs and observations, District level year-long student performance data,...	Vernon, Katherine	8/8/2016	Teacher Evaluations/ student performance data, disaggregated student data,	5/26/2017 monthly
G1.B1.S1.MA1 M330044	Classroom walk-throughs	Malpica, Cassandra	8/1/2016	Observing instructional practice for implementation of professional development focus such as scaffolding and differentiating instruction appropriately; monitor teacher lesson plans, assessment participation, and progress monitoring	5/26/2017 daily
G1.B1.S1.A1 A317283	Professional Development/ Professional Learning Communities	Thrasher, Christina	8/1/2016	Sign in sheets, lesson plans, work samples and administrative walk-throughs and observations.	5/26/2017 biweekly
G2.B2.S1.MA1 M330048	Administration and support personnel will continuously collaborate with teachers, monitor lesson...	Thrasher, Christina	8/15/2016	Collection of student assessment data, student grades, IEP goals/progress reports, district assessments, state assessments, classroom formative and summative assessments, classroom portfolios, work samples, observations	5/26/2017 weekly
G2.B2.S1.MA1 M330049	Teachers will take part in Professional Learning Communities with a focus on subject area...	Malpica, Cassandra	8/15/2016	Lesson plans and evidence of assessment data use in instructional planning, observations/ evaluation records, teacher sign-in sheets for PLCs and PD participation, work samples, aggregated data from support personnel and peer observations, updated student data wall and student portfolios	5/26/2017 weekly
G2.B2.S1.A1 A317285	New Leaf Center will offer students additional courses for intensive academic interventions and...	Vernon, Katherine	8/11/2016	Review of lesson plans, classroom walkthroughs, student data analysis for interventions	5/26/2017 one-time

V. Professional Development Opportunities

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

G1. If teachers engage in quality professional development and participate in professional learning communities, then student learning gains will increase in math and literacy across the curriculum.

G1.B1 Current Schedule

G1.B1.S1 Design master schedule to accommodate more planning time for teachers and a training schedule that is conducive to ongoing professional development.

PD Opportunity 1

Professional Development/ Professional Learning Communities

Facilitator

Christina Thrasher, Cassandra Malpica

Participants

Teachers

Schedule

Biweekly, from 8/1/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Professional Development/ Professional Learning Communities				\$9,545.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	310-Professional and Technical Services	9731 - New Leaf Center	Title I, Part A		\$9,545.00
			<i>Notes: Notes</i>			
2	G2.B2.S1.A1	New Leaf Center will offer students additional courses for intensive academic interventions and will provide teachers support/ resources for additional intensive instruction in core areas.				\$9,545.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	310-Professional and Technical Services	9731 - New Leaf Center	Title I, Part A		\$9,545.00
			<i>Notes: Notes</i>			
					Total:	\$19,090.00