

Marion County Public Schools

New Leaf Center



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	63%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title
Vernon, Katherine	Principal
Bennett, Christopher	Administrative Support
Malpica, Cassandra	Assistant Principal
pietrzak, brandi	Instructional Coach
Grandstaff, Marci	Other

Duties

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; Assistant Principal f, Cassandra Malpica; Academic Coordinator, Brandi Pietrzak; Transition Specialist, Christopher Bennett; and Lead Paraprofessionals Kiwanis Hubbert and Lorenzo Austin. Additionally the leadership team receives support from other professionals including Behavior Specialist, Marci Grandstaff; 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 Assistant Principal and Academic 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. Ms. Pietrzak facilitates various Professional Development opportunities, oversees all curriculum and instruction and works closely with teachers in their classrooms to ensure that instructional guidelines and individual students needs are being met. Ms. Pietrzak coordinates assessment for all students. Additionally all 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, Ms. Grandstaff, 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.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 8/6/2018

Year 2016-17 - As Reported

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	2	4	6	7	7	6	6	9	24	11	11	8	4	105
One or more suspensions	2	5	11	7	9	10	8	8	21	11	8	5	4	109
Course failure in ELA or Math	2	2	4	3	3	4	2	6	14	8	6	3	1	58
Level 1 on statewide assessment	0	0	0	1	8	10	9	6	20	13	3	4	1	75
	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	2	5	10	8	9	12	10	9	28	14	12	9	5	133

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	4	6	7	7	6	6	9	24	11	11	8	4	105
One or more suspensions	2	5	11	7	9	10	8	8	21	11	8	5	4	109
Course failure in ELA or Math	2	2	4	3	3	4	2	6	14	8	6	3	1	58
Level 1 on statewide assessment	0	0	0	1	8	10	9	6	20	13	3	4	1	75
	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	2	5	10	8	9	12	10	9	28	14	12	9	5	133

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Based on 2017-2018 School Improvement Rating data released from DOE, NLC's lowest data component was in learning gains in the area of math. During NLC's three years of business, this has consistently proven to be our lowest data point.

Which data component showed the greatest decline from prior year?

Based on the 2017-2018 School Improvement Rating data released from DOE, NLC has not shown any declines.

Which data component had the biggest gap when compared to the state average?

Based on 2017-2018 School Improvement Rating data released from DOE, NLC fails to successfully close the gap in both reading and math gains, when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Based on 2016-2017 and 2017-2018 School Improvement Rating data released from DOE, NLC showed the most improvement in the reading gain component.

Describe the actions or changes that led to the improvement in this area.

NLC increased PD opportunities, implemented new interventions in math and reading, increased time allocated to mentoring teachers, provided one on one assistance in the classroom and with lesson plan development, instructional strategies and standards based hands-on activities. In addition, NLC implemented common boards in all classrooms. We also implemented weekly data meetings.

Implemented study groups on campus for teachers working toward certification, paid for FTCE assessments and offered a monetary incentive for becoming HQ.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	42%	60%	0%	41%	55%
ELA Learning Gains	0%	48%	57%	0%	45%	54%
ELA Lowest 25th Percentile	0%	40%	52%	0%	42%	49%
Math Achievement	0%	41%	61%	0%	38%	56%
Math Learning Gains	0%	53%	58%	0%	43%	54%
Math Lowest 25th Percentile	0%	44%	52%	0%	33%	48%
Science Achievement	0%	42%	57%	0%	39%	52%
Social Studies Achievement	0%	56%	77%	0%	51%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (2)	0 (4)	0 (6)	0 (7)	0 (7)	0 (6)	0 (6)	0 (9)	0 (24)	0 (11)	0 (11)	0 (8)	0 (4)	0 (105)
One or more suspensions	0 (2)	0 (5)	0 (11)	0 (7)	0 (9)	0 (10)	0 (8)	0 (8)	0 (21)	0 (11)	0 (8)	0 (5)	0 (4)	0 (109)
Course failure in ELA or Math	0 (2)	0 (2)	0 (4)	0 (3)	0 (3)	0 (4)	0 (2)	0 (6)	0 (14)	0 (8)	0 (6)	0 (3)	0 (1)	0 (58)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (1)	0 (8)	0 (10)	0 (9)	0 (6)	0 (20)	0 (13)	0 (3)	0 (4)	0 (1)	0 (75)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	17%	46%	-29%	57%	-40%
	2017	9%	50%	-41%	58%	-49%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	0%	43%	-43%	56%	-56%
	2017	0%	52%	-52%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		-9%				
05	2018	13%	46%	-33%	55%	-42%
	2017	9%	47%	-38%	53%	-44%
Same Grade Comparison		4%				
Cohort Comparison		13%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	44%	-44%	52%	-52%
	2017	0%	44%	-44%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		-9%				
07	2018	0%	43%	-43%	51%	-51%
	2017	0%	42%	-42%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	49%	-49%	58%	-58%
	2017	7%	48%	-41%	55%	-48%
Same Grade Comparison		-7%				
Cohort Comparison		0%				
09	2018	0%	46%	-46%	53%	-53%
	2017	0%	46%	-46%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
10	2018	0%	46%	-46%	53%	-53%
	2017	0%	43%	-43%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	48%	-48%	62%	-62%
	2017	0%	48%	-48%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	47%	-47%	62%	-62%
	2017	0%	55%	-55%	64%	-64%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	50%	-50%	61%	-61%
	2017	0%	45%	-45%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	42%	-42%	52%	-52%
	2017	0%	37%	-37%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	49%	-49%	54%	-54%
	2017	0%	47%	-47%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	43%	-43%	45%	-45%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	11%	43%	-32%	46%	-35%
Same Grade Comparison		-11%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	0%	49%	-49%	55%	-55%
	2017					
Cohort Comparison						
08	2018	0%	46%	-46%	50%	-50%
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	61%	-61%	65%	-65%
2017	0%	61%	-61%	63%	-63%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	64%	-64%	71%	-71%
2017	0%	64%	-64%	69%	-69%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	69%	-69%	68%	-68%
2017	0%	71%	-71%	67%	-67%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	62%	-62%
2017	0%	53%	-53%	60%	-60%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	54%	-54%	56%	-56%
2017	0%	48%	-48%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Meaningful PD opportunities
Rationale	If teachers engage in quality professional development for reading acquisition and literacy instruction
Intended Outcome	Then student independent reading levels will increase a minimum of one grade level within the school as measured by I-Ready and American Reading Company progress monitoring and assessments.
Point Person	brandi pietrzak (brandi.pietrzak@marion.k12.fl.us)
Action Step	
Description	Academic Coach will develop meaningful PD opportunities in reading acquisition and literacy instruction that are aligned to state standards and support district curriculum. Academic Coach will identify appropriate PD opportunities offered by the district. Academic Coach will serve as the liaison between district curriculum and testing personnel. Provide a peer teacher to all incoming teachers. Peer teachers will assist new teachers in determining student independent and instructional reading levels. In addition, they will teach new teachers how to progress monitor to identify students' specific academic deficits and how to effectively close achievement gaps.
Person Responsible	brandi pietrzak (brandi.pietrzak@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	lesson plans, administrative walk-throughs and observations, and student data
Person Responsible	Katherine Vernon (katherine.vernon@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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 well being 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 full time 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, assistant principal, behavior specialist, teachers, transition specialist, paraprofessionals, transportation coordinator, instructional coach.

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

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.

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.

Behaviorally, all enrolled students participate in a comprehensive 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.

The Academic Coach will maintain a focus on eliminating the achievement gap which includes close monitoring of student data through technology based student management systems as well as classroom records kept by teachers and ongoing Synergy meetings. The Academic Coach will review sources of data with teachers and administration which are used continuously to determine progress and establish further needs for interventions that can make the highest impact. The Academic Coach will involve 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.

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, Career Spot, Community Technical Adult Education, College of Central Florida, Marion Technical Institute, 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.

Part V: Budget

Total:	\$29,227.00
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