Marion County Public Schools

New Leaf Center

2019-20 Schoolwide Improvement Plan

Table of Contents

New Leaf Center

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

[no web address on file]

Demographics

Principal: Katherine Austin

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://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.

Table of Contents

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Job Duties and Responsibilities
Vernon, Katherine	Principal	Oversees all operations: managerial as well as instructional. She collaborates with all faculty for planning and improvement purposes, provides focused and ongoing feedback, communicated 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.
Malpica, Cassandra	Assistant Principal	Ms. Malpica ensures the daily operations and discipline procedures are supportive of student learning and instructional goals. Ms. Malpica works closely with the instructional coach to support teachers in lesson planning, professional development, data analysis, decision making, and providing academic interventions.
Grandstaff, Marci	Other	Ms. Grandstaff contributes to the academic success of students by providing social skill development through weekly small group sessions. She develops behavior plans to identify appropriate interventions and accommodations to ensure that each student is able to equitably access the curriculum. Ms. Grandstaff works directly with teachers and behavior staff to identify trends in student behaviors to better support student and staff in the academic process.
Palmer, Tess	Instructional Coach	Ms. Palmer 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 student needs are being met. Ms. Palmer coordinates assessments for all students. Ms. Palmer assists in 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 walk-throughs, and providing data for administrative decision making.
Evans, Keith	Administrative Support	Mr. Evans plays an essential role in the instructional process as the Student Support Specialist. As students transitions to and from NLC, Mr. Evans ensures that students are enrolled in the correct courses, facilitates credit recovery as needed, and continuously examines transcripts to ensure that students are earning units and credits, as well as all graduation requirements. In addition, Mr. Evans oversees the behavior team as they work to identify behavioral needs that are essential to the learning process and ensures the school wide behavior modification program is implemented with fidelity to support student learning.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	5	5	8	11	7	11	8	10	16	13	94
Attendance below 90 percent	0	0	0	4	5	3	6	4	6	4	8	8	3	51
One or more suspensions	0	0	0	3	4	6	8	6	6	7	6	7	7	60
Course failure in ELA or Math	0	0	0	2	1	2	3	5	9	3	8	9	2	44
Level 1 on statewide assessment	0	0	0	0	3	1	2	4	4	4	6	6	7	37

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	4	7	8	7	10	7	8	15	9	79

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	3	0	0	0	0	14	0	0	0	1	18

FTE units allocated to school (total number of teacher units)
15

Date this data was collected or last updated
Thursday 8/22/2019

Prior Year - 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	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	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	5	10	8	9	12	10	9	28	14	12	9	5	133

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	42%	61%	0%	43%	57%
ELA Learning Gains	0%	45%	59%	0%	49%	57%
ELA Lowest 25th Percentile	0%	36%	54%	0%	42%	51%
Math Achievement	0%	41%	62%	0%	40%	58%
Math Learning Gains	0%	51%	59%	0%	54%	56%
Math Lowest 25th Percentile	0%	43%	52%	0%	46%	50%
Science Achievement	0%	40%	56%	0%	39%	53%
Social Studies Achievement	0%	53%	78%	0%	54%	75%

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	
Number of students enrolled	0 (0)	0 (0)	0 (0)	5 (0)	5 (0)	8 (0)	11 (0)	7 (0)	11 (0)	8 (0)	10 (0)	16 (0)	13 (0)	94 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	4 (0)	5 (0)	3 (0)	6 (0)	4 (0)	6 (0)	4 (0)	8 (0)	8 (0)	3 (0)	51 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	3 (0)	4 (0)	6 (0)	8 (0)	6 (0)	6 (0)	7 (0)	6 (0)	7 (0)	7 (0)	60 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	2 (0)	3 (0)	5 (0)	9 (0)	3 (0)	8 (0)	9 (0)	2 (0)	44 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	1 (0)	2 (0)	4 (0)	4 (0)	4 (0)	6 (0)	6 (0)	7 (0)	37 (0)

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	44%	-44%	58%	-58%
	2018	17%	46%	-29%	57%	-40%
Same Grade Comparison	-17%					
Cohort Comparison						
04	2019	21%	49%	-28%	58%	-37%
	2018	0%	43%	-43%	56%	-56%
Same Grade Comparison	21%					
Cohort Comparison	4%					
05	2019	22%	45%	-23%	56%	-34%
	2018	13%	46%	-33%	55%	-42%
Same Grade Comparison	9%					
Cohort Comparison	22%					
06	2019	0%	45%	-45%	54%	-54%
	2018	0%	44%	-44%	52%	-52%
Same Grade Comparison	0%					
Cohort Comparison	-13%					
07	2019	0%	46%	-46%	52%	-52%
	2018	0%	43%	-43%	51%	-51%
Same Grade Comparison	0%					
Cohort Comparison	0%					
08	2019	0%	50%	-50%	56%	-56%
	2018	0%	49%	-49%	58%	-58%
Same Grade Comparison	0%					
Cohort Comparison	0%					
09	2019	0%	50%	-50%	55%	-55%
	2018	0%	46%	-46%	53%	-53%
Same Grade Comparison	0%					
Cohort Comparison	0%					
10	2019	0%	46%	-46%	53%	-53%
	2018	0%	46%	-46%	53%	-53%
Same Grade Comparison	0%					
Cohort Comparison	0%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	49%	-49%	62%	-62%
	2018	0%	48%	-48%	62%	-62%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	54%	-54%	64%	-64%
	2018	0%	47%	-47%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	20%	45%	-25%	60%	-40%
	2018	0%	50%	-50%	61%	-61%
Same Grade Comparison		20%				
Cohort Comparison		20%				
06	2019	0%	46%	-46%	55%	-55%
	2018	0%	42%	-42%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	49%	-49%	54%	-54%
	2018	0%	49%	-49%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	41%	-41%	46%	-46%
	2018	0%	43%	-43%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	11%	44%	-33%	53%	-42%
	2018	0%	49%	-49%	55%	-55%
Same Grade Comparison		11%				
Cohort Comparison						
08	2019	0%	44%	-44%	48%	-48%
	2018	0%	46%	-46%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	67%	-67%
2018	0%	61%	-61%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	65%	-65%	71%	-71%
2018	0%	64%	-64%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	10%	70%	-60%	70%	-60%
2018	0%	69%	-69%	68%	-68%
Compare		10%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	61%	-61%
2018	0%	57%	-57%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	51%	-51%	57%	-57%
2018	0%	54%	-54%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	38		11						27	
BLK	21			18							
FRL	13	36		10						15	
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	77
Total Components for the Federal Index	5
Percent Tested	78%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Based on 2018-2019 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 the prior year? Explain the factor(s) that contributed to this decline.

Based on the 2018-2019 School Improvement Rating data released from DOE, NLC has not shown any declines.

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

Based on the 2018-2019 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. Contributing factors to these gaps include: significant student behavior problems, new teachers, transient student population, poor student attendance, low parental involvement.

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

Based on 2018-2019 School Improvement Rating data released from DOE, NLC showed the most improvement in the reading gain component for all subgroups (black/African American, Students with Disabilities & Economically Disadvantaged students).

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

NLC increased professional development 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.

NLC implemented study groups on campus for teachers working towards certification, paid for FTCE assessments, and offered a monetary incentive for becoming highly qualified. We continue to be concerned about all subgroups (black/African American, Students with Disabilities & Economically Disadvantaged students).

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

1. Increase student learning gains in the area of reading.
2. Increase student learning gains in the area of math.
3. Increase quality and rigorous instruction.
for all subgroups (black/African American, Students with Disabilities & Economically Disadvantaged students)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Instruction-Instructional Activities/Strategies for Math
Rationale	If teachers focus on authentic literacy within subject area delivery, then student learning gains in math will increase a minimum of one grade level as measured by state assessment.
State the measurable outcome the school plans to achieve	If teachers focus on authentic literacy during the math block by having students read, write, and talk about real-world problems, along with hands-on learning, then math learning gains will increase from 27 to 32 points on the 2019-2020 School Improvement Rating as measured by state assessments and all subgroups will improve by 3 points on the federal index (black/African American, Students with Disabilities & Economically Disadvantaged students).
Person responsible for monitoring outcome	Cassandra Malpica (cassandra.malpica@marion.k12.fl.us)
Evidence-based Strategy	Teacher will utilize i-Ready, district assessments, and formative assessment data to assist in decision making regarding differentiated instruction.
Rationale for Evidence-based Strategy	Evidence of effectiveness will include classroom walk-throughs and observations as well as district assessment and i-Ready data.
Action Step	
Description	1. Provide teachers with meaningful PD opportunities in the area of differentiated instruction, authentic literacy, and hands on learning. 2. Assist teachers with dis-aggregation of i-Ready data. 3. Provide targeted feedback based on classroom walk throughs.
Person Responsible	Katherine Vernon (katherine.vernon@marion.k12.fl.us)

#2	
Title	Instruction-Instructional Activities/Strategies for Reading
Rationale	If teachers provide differentiated instruction then student learning gains in reading will increase a minimum of one grade level as measured by state assessment.
State the measurable outcome the school plans to achieve	If teachers focus on differentiation during Tier 1 Instruction and the MTSS block in order to meet our students where they are, then student learning gains in reading will increase from 46 to 51 points on the 2019-2020 School Improvement Rating as measured by state assessments and all subgroups will improve by 3 points on the federal index (black/African American, Students with Disabilities & Economically Disadvantaged students).
Person responsible for monitoring outcome	Cassandra Malpica (cassandra.malpica@marion.k12.fl.us)
Evidence-based Strategy	Teachers will participate in professional development opportunities that will assist with the implementation of CKLA and Saxon Reading. Teachers will use i-Ready, district assessment, and formative assessment data to assist in decision making regarding differentiated instruction.
Rationale for Evidence-based Strategy	CKLA and i-Ready Evidence of effectiveness will include classroom walk-throughs and observations as well as district assessment and i-Ready data.

Action Step

Description	1. Provide teachers with meaningful PD opportunities in the area of differentiated instruction and CKLA. 2. Assist teachers with dis-aggregation of i-Ready data. 3. Provide targeted feedback based on classroom walk-throughs. 4. Progress monitoring meetings will be held to monitor student progress. 5. PST meetings will be held on an as needed basis.
Person Responsible	Cassandra Malpica (cassandra.malpica@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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.

Through the following capacity building events, NLC will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.
Title I annual meeting: October 2019
To provide an explanation of Title I and begin the ongoing discussion of school wide participation and it's link to student achievement.
Feasting and Fun with First Responders: October 2019
To provide an opportunity for students and families to have a positive experience with the community's first responders.
Literacy on the Lawn: February 2020
To provide an opportunity for students to engage in literacy activities with their parents.
Flexibility Parent and Family Meetings: Ongoing
To afford working parents the opportunity to meet with teachers and staff regarding their child's academic and behavioral progress.

> **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 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, they assist in crisis prevention, perform risk assessments and respond to emergency situations as needed. The counselor also makes regular contact with parents and assists families in finding provision of services through outside resources.

New Leaf also employees 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 the implementation. In addition, our Behavior Specialist tracks student behavior data and analyzes target and replacement behaviors. Finally, she provided small groups social skills training in classrooms.

A problem solving team meets weekly to discuss individual at-risk students, share data, and modify existing behavior plans. This team consists Principal, Assistant Principal, Behavior Specialist, teachers, Student Support Specialist, Paraprofessionals, and 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 Student Support Specialist to assist incoming and outgoing students as they transition from one placement to the other. This Student Support 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 to ensure student success.

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. 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 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 closely monitoring 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, 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

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

1	III.A.	Areas of Focus: Instruction-Instructional Activities/Strategies for Math	$0.00
2	III.A.	Areas of Focus: Instruction-Instructional Activities/Strategies for Reading	$0.00
		Total:	$0.00