

Marion County Public Schools

New Leaf Center



2021-22 Ungraded Schoolwide Improvement Plan

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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: 6/30/2015

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Unsatisfactory
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

New Leaf Center (NLC) serves ESE students in grades 2-12 and General Education students in grades 2-6. Students are placed at NLC by the MCPS School Board for code of conduct infractions or through IEP committee decisions. NLC utilizes the principles of Applied Behavior Analysis, as well as a point system with token economy to promote social and emotional growth allowing the student to feel empowered and responsible for their success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
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, 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.
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. In addition, as students transition to and from NLC, Ms. Malpica 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.
Grandstaff, Marci	Behavior Specialist	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.
Evans, Keith	Dean	Mr. Evans plays an essential role in the instructional process as the Student Support Specialist. 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.
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. In addition, Ms. Palmer will serve as an intervention teacher, working with our lowest quartile. She will focus on skill specific deficiencies in a small group setting.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Silver River Mentoring and Instruction, Inc.

Demographic Information

Principal start date

Tuesday 6/30/2015, Katherine Austin

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

5

Total number of teacher positions allocated to the school.

13

Total number of students enrolled at the school.

64

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	2	5	12	8	38	14	29	8	8	8	7	139	
Attendance below 90 percent	0	0	1	3	8	4	27	12	23	7	8	10	9	112	
One or more suspensions	0	0	2	5	12	9	40	16	23	5	8	8	3	131	
Course failure in ELA	0	0	2	3	7	2	23	8	16	6	6	8	6	87	
Course failure in Math	0	0	1	2	7	5	17	13	16	5	7	8	6	87	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	2	5	15	14	17	4	8	7	2	74	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	6	19	14	14	3	7	1	3	69	
Number of students with a substantial reading deficiency	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	2	3	11	9	34	16	27	7	9	12	9	139

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	2	0	0	0	0	10	0	0	0	2	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	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	

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	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					42%	61%		42%	60%
ELA Learning Gains					45%	59%		48%	57%
ELA Lowest 25th Percentile					36%	54%		40%	52%
Math Achievement					41%	62%		41%	61%
Math Learning Gains					51%	59%		53%	58%
Math Lowest 25th Percentile					43%	52%		44%	52%
Science Achievement					40%	56%		42%	57%
Social Studies Achievement					53%	78%		56%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	0%	44%	-44%	58%	-58%
Cohort Comparison						
04	2021					
	2019	21%	49%	-28%	58%	-37%
Cohort Comparison		0%				
05	2021					
	2019	22%	45%	-23%	56%	-34%
Cohort Comparison		-21%				
06	2021					
	2019	0%	45%	-45%	54%	-54%
Cohort Comparison		-22%				
07	2021					
	2019	0%	46%	-46%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	50%	-50%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	46%	-46%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	49%	-49%	62%	-62%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	0%	54%	-54%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	20%	45%	-25%	60%	-40%
Cohort Comparison		0%				
06	2021					
	2019	0%	46%	-46%	55%	-55%
Cohort Comparison		-20%				
07	2021					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	41%	-41%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	11%	44%	-33%	53%	-42%
Cohort Comparison						
08	2021					
	2019	0%	44%	-44%	48%	-48%
Cohort Comparison		-11%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	65%	-65%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	10%	70%	-60%	70%	-60%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	51%	-51%	57%	-57%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15			17			10			11	
BLK										17	
FRL	13	40		13			9			7	
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	17
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	86
Total Components for the Federal Index	5
Percent Tested	73%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	17
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 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	
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	16
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

The previous year's Areas of Focus included increasing Math and Reading learning gains through authentic literacy and differentiation. Progress monitoring data was gathered from a plethora of sources, such as i-Ready, QSMAs, tiered interventions, classroom grades, and formal and informal assessments.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

ESSA subgroups (which comprise our entire population) showed the most improvement in the ELA data components. New actions implemented included: the implementation of i-Ready teacher assigned lessons, increased data meetings, PD for dis-aggregation of i-Ready data and data-driven instruction.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Math continues to be the area of greatest need for improvement, specifically in algebra and algebraic thinking.

This conclusion was made based on i-Ready data and tiered intervention PM data.

What trends emerge across grade levels, subgroups and core content areas?

It is hard to track trends at NLC because the student population is always changing. The groups of students that are assessed over the year, do not include the same students so it is hard to track true trends among students. However, we can look at overall typical trends based on our student population as a whole. Students placed at NLC, regardless of grade level or subgroup, tend to be

significantly deficient in all academic areas. The majority of our student population is lacking foundational skills in both reading and math.

What strategies need to be implemented in order to accelerate learning?

First and foremost, behavior must be addressed for students placed at NLC. NLC provides Intensive Behavior Support for all students upon entry into the program in a highly structured setting with clear and defined expectations. Additionally, NLC will continue to provide intensive and individualized academic support to all students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Provide teachers with meaningful PD opportunities in the area of differentiated instruction in all content areas.
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 students' progress.
5. PST meetings will be held on an as needed basis.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If teachers provide differentiated instruction, then student learning gains in reading will increase a minimum of one grade level as measured by state assessment. 52 students took the ELA FSA and 1 student scored a level 3, therefore, the percentage of current students that scored below a level 3 is 98%. Of the four, 2nd and 3rd grade students currently enrolled, no students are on track to score a level 3 or above on the statewide, standardized grade 3 ELA assessment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If teachers focus 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 by 5 points on the 2021-2022 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).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Evidence of effectiveness will include classroom walk-throughs and observations as well as district assessment and i-Ready data.
Person responsible for monitoring outcome:	Cassandra Malpica (cassandra.malpica@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will participate in professional development opportunities that will assist with the implementation of differentiation, effective teaching practices for students with disabilities, and data driven instruction to better assist with the implementation of tier 1 instruction. All academic instruction is delivered using a small group center-based model. This provides for teachers to differentiate and work on student's individual IEP ELA goals. Teachers will use i-Ready, district assessment and formative assessment data to assist in decision making regarding differentiated instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Proficiency and growth gains, in ELA, consistently fall below both the district and state averages. The student population at NLC is largely comprised of ESE students who present with varying academic and behavioral needs. Equipping teachers with various skills and techniques to effectively reach each student in the classroom, with their varied needs, will ensure increase academic achievement for all students.
Action Steps to Implement: List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
<ol style="list-style-type: none"> 1. Provide teachers with meaningful PD opportunities in the area of differentiated instruction in the area of Reading. 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 students' progress. 5. PST meetings will be held on an as needed basis. 	
Person Responsible	Katherine Vernon (katherine.vernon@marion.k12.fl.us)
Monitoring ESSA Impact:	N/A

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 assessments.

Measurable Outcome:

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

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 by 5 points on the 2021-2022 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).

Monitoring:

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

Evidence of effectiveness will include classroom walk-throughs and observations as well as district assessment and i-Ready data.

Person responsible for monitoring outcome:

Katherine Vernon (katherine.vernon@marion.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will utilize i-Ready, district assessments, and formative assessment data to assist in decision making regarding differentiated instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Proficiency and growth gains, in Math, consistently fall below both the district and state averages. The student population at NLC is largely comprised of ESE students who present with varying academic and behavioral needs. Equipping teachers with various skills and techniques to effectively reach each student in the classroom, with their varied needs, will ensure increased academic achievement for all students.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide teachers with meaningful PD opportunities in the areas 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.
4. Continual reassessment through frequent and ongoing check-ins with teachers, informal and formal observations, walk-throughs and coaching.
5. Specific and targeted mentoring based on teacher identified needs.

Person Responsible

Katherine Vernon (katherine.vernon@marion.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the

N/A

41% threshold according to the Federal Index.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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 1 annual meeting: October 2021

To provide an explanation of Title 1 and begin the ongoing discussion of school wide participation and its link to student achievement.

Feasting and Fun with First Responders: October 2021

To provide an opportunity for students and families to have a positive experience with school staff.

Literacy on the Lawn: February 2022

To provide an opportunity for students to engage in literacy activities with their parents.

Flexible 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.

NLC works to provide a positive school culture for both staff and students. Relationship building is at the core of the program. Staff work hard to build relationships with students and their families. In an attempt to bridge the gap between school and home, parents receive a weekly phone call home from either the student's teacher or paraprofessional. These phone calls are a time where the student's weekly successes can be celebrated, and any concerns can be addressed. For many of our students and parents, school has not been a positive experience and these phone calls are an attempt to change that. We work hard to establish open, honest and frequent communication. We want both students and their families to feel safe to express their needs, concerns and struggles. Those needs and struggles can and do typically extend outside of the "normal" school issues and that is okay. NLC works with many community providers to offer wrap-around services to assist families with meeting their basic needs--such as assistance with food, electricity/water, and clothing, obtaining mental health care in the home, rides to doctor appointments and assistance for the holidays. We want our families to feel valued.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

New Leaf Center teachers, paraprofessionals, and administrators all work to build relationships with students and families through frequent and ongoing communication. Teachers and paraprofessionals make

weekly phone calls to update families regarding student academics and behavior. The Transition Specialist follows the student's progression through the program and assists the student in returning to their assigned school. He works very closely with both the student and the family upon the student's return. He collaborates with district and New Leaf staff to best support the student in the new school environment. The Behavior Specialist will provide families with effective tools and strategies that can be used to promote school appropriate behaviors.