New Leaf Center

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 students 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

Total number of students enrolled at the school.
57

Total number of teacher positions allocated to the school.
12

Number of teachers with professional teaching certificates?
5

Number of teachers with temporary teaching certificates?
4

Number of teachers with ESE certification?
7

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

2022-23

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	1	1	4	6	18	38	26	28	15	9	14	5	165
Attendance below 90 percent	0	0	0	2	3	11	29	21	29	15	13	15	4	142
One or more suspensions	0	1	1	3	5	19	41	27	34	18	14	13	4	180
Course failure in ELA	0	1	1	1	6	13	12	25	29	6	13	16	3	126
Course failure in Math	0	1	1	0	7	15	17	26	27	8	9	12	2	125
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	4	10	12	8	17	7	5	10	3	78
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	4	10	10	12	12	0	4	9	3	65
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	1	1	2	6	16	33	26	36	18	14	16	5	174

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	14	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/12/2022

2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	0	2	5	15	14	17	4	8	7	2	74
Level 1 on 2019 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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		32%	55%					42%	61%
ELA Learning Gains								45%	59%
ELA Lowest 25th Percentile								36%	54%
Math Achievement		34%	42%					41%	62%
Math Learning Gains								51%	59%
Math Lowest 25th Percentile								43%	52%
Science Achievement		32%	54%					40%	56%
Social Studies Achievement		43%	59%					53%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	44%	-44%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	21%	49%	-28%	58%	-37%
Cohort Comparison		0%				
05	2022					
	2019	22%	45%	-23%	56%	-34%
Cohort Comparison		-21%				
06	2022					
	2019	0%	45%	-45%	54%	-54%
Cohort Comparison		-22%				
07	2022					
	2019	0%	46%	-46%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	49%	-49%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	54%	-54%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	20%	45%	-25%	60%	-40%
Cohort Comparison		0%				
06	2022					
	2019	0%	46%	-46%	55%	-55%
Cohort Comparison		-20%				
07	2022					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	41%	-41%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	11%	44%	-33%	53%	-42%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-11%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	44%	-44%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	64%	-64%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	65%	-65%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	10%	70%	-60%	70%	-60%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	51%	-51%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	6	40		18						27	
FRL	7			20						33	
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	

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
BLK	21			18							
FRL	13	36		10						15	

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	84
Total Components for the Federal Index	5
Percent Tested	86%

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%	3
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 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.

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

Based on the 2021-2022 School Improvement Rating data released from DOE, NLC showed a decline in both ELA and math.

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?

ELA was shown to be the area of greatest need for improvement, specifically in fluency and comprehension.
This conclusion was made based on 2021-2022 School Improvement Rating Data released from DOE, 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 lacks foundational skills in both reading and math.

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

First and foremost, the 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 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 the 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.

Areas of Focus:

#1. 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 the state assessment.
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 from 38 to 43 points on the 2022-2023 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.	We will utilize progress monitoring data, district assessments, and formative assessment data to monitor student performance and growth toward the desired outcome.
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.	The teacher will utilize progress monitoring, 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.	Evidence of effectiveness will include classroom walk-throughs and observations as well as district assessment and progress monitoring data.

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 area of differentiated instruction, authentic literacy, and hands-on learning.
2. Assist teachers with the dis-aggregation of progress monitoring data.
3. Provide targeted feedback based on classroom walk-throughs.

Person Responsible	Cassandra Malpica (cassandra.malpica@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 41% threshold according to the Federal Index.	n/a

#2. 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 the state assessment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	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 25 to 30 points on the 2022-2023 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.	We will utilize progress monitoring data, district assessments, and formative assessment data to monitor student performance and growth toward the desired outcome.
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 CKLA, Saxon Reading. Teachers will use progress monitoring, 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.	Evidence of effectiveness will include classroom walk-throughs and observations as well as district assessment and progress monitoring data.

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 area of differentiated instruction and CKLA.
2. Assist teachers with the dis-aggregation of progress monitoring 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)
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 41% threshold according to the Federal Index.	n/a

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We have no K-2 students.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

88% of students in grades 3-5 at New Leaf Center scored below a level 3 on the 2022 statewide standardized ELA assessment.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

If students in grades 3-5 receive standards-aligned instruction using grade-level text and instructional acceleration strategies, then we will be able to increase the number of students scoring a level 3 or above on the 2023 statewide standardized ELA assessment by 10%.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

State Progress Monitoring Assessments and District Benchmark Assessments will be used to monitor progress toward the desired outcome. Teachers will participate in data meetings with the leadership team after each testing cycle to determine progress and develop action steps in response to the assessment results.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Vernon, Katherine, katherine.vernon@marion.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers in grades 3-5 will use district-created lesson plans to align the adopted instructional resources to the B.E.S.T. ELA Standards. Additionally, teachers will create and include center-based instructional activities that support differentiation within their lesson plan.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

In order to meet the needs of every child in a classroom, teachers have three choices. First, they can teach small groups of students whose literacy development is at a similar level. Or, they can teach individuals in one-on-one conferences. Third, they can create centers that are differentiated by beginner, intermediate and advanced materials (Differentiation in Literacy, 2017).
Differentiated instruction is an effective way to provide students with meaningful, tailored lessons. Research shows that when instruction is individualized for students' personal strengths and needs, they are more likely to make progress (Morgan, 2014).

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Professional Development: The administrative team will create and implement a series of ongoing professional development opportunities that will support reading instruction based on observational classroom data and progress monitoring results.	Malpica, Cassandra, cassandra.malpica@marion.k12.fl.us

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.
Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

The team will meet quarterly to disaggregate available data from the following sources: weekly call logs, parent night sign-in sheets, parent surveys, SAC meeting minutes, and parent conference forms. Once data is disaggregated, themes will be identified to guide decision-making related to parent engagement.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

All pertinent information regarding the targeted area, related data, and resulting action steps will be communicated to stakeholders via the following methods: SAC Meetings, Annual Title 1 Meetings, Parent Nights, parent conferences, Skylerts, weekly phone calls home, and newsletters.

Describe how implementation will be progress monitored.

NLC's admin team will conduct ongoing progress monitoring of the implementation using data gathered from the following:
* weekly call logs
* parent night sign-in sheets
* parent surveys

* SAC meeting minutes
* parent conference forms

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.

Action Step	Person Responsible for Monitoring
Through the following capacity-building events, NLC will build positive relationships with parents and families to fulfill the school's mission and support the needs of students and families. 1. Title 1 annual meeting: October 2022 2. Open House/Fall Festival: October 2022 3. Literacy on the Lawn: March 2023 4. Flexible Parent and Family Meetings: Ongoing 5. Weekly parent phone calls for all students 6. Monthly Newsletters	Vernon, Katherine, katherine.vernon@marion.k12.fl.us