New Leaf Center

2014-15 School Improvement Plan

New Leaf Center

5895 SE 83RD ST, Ocala, FL 34472

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Kingsbury staff believes that all students can succeed and therefore it is our mission to work in partnership with families, students and the community to provide students with the necessary social, academic and emotional skills to be successful in life.

Provide the school's vision statement

Kingsbury Academy offers students the opportunity to acquire the academic and social skills that will allow them to return to their base schools and be successful.

School Environment

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

School staff participate in weekly treatment team meetings where students are evaluated case by case. Case studies include a review of the cumulative record, parent input forms, staff observation and student record including work samples.

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

Kingsbury Academy utilizes a trauma-informed care approach to address student's behavior and therapeutic needs. The trauma-informed care approach encourages staff to be safe by minimizing shame and creating an effective learning environment that is consistent and appropriate for our needy and diverse population.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All staff are trained in several programs to aid in dealing with student behavior. Partnered with the trauma-informed care approach is the use of a cognitive behavior modification system that reinforces appropriate behavior while documenting target-reduction behaviors to set treatment goals for improving school behavior. Special attention is given to approaching students in crisis using the T.E.A.C.H. program, which stands for Techniques for Effective Adolescent and Child Handling. All staff are trained in TEACH for verbal deescalation and physical intervention to use when needed. In addition, positive behavior systems of support are used with younger grades by providing tangible rewards (available for purchase through the school store) for completing academic tasks.

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

Kingsbury Academy employees three licensed mental health counselors to provide therapeutic services that include group therapy (pull-out groups, social skills development and recreation therapy) as well as individual therapy sessions for students demonstrating need.
Therapists are used to observe and assist in supporting the learning environment. They also help to develop treatment plans for individual students.

Early Warning Systems

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

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

Kingsbury Academy is an alternative education environment serving Marion County Public School students referred through a district referral system. Referred students have, in most cases, demonstrated a need for additional behavioral and therapeutic services in the day-treatment setting. Attendance is monitored by classroom staff and the attendance clerk. Daily phone calls are generated for absences and letters are sent home after three consecutive absences. Personal phone calls are completed by homeroom staff. Social work referrals are generated after 10 days.

Students referred to Kingsbury Academy because of behavioral concerns and have been suspended from 1 to 10 days while awaiting placement through the Individual Education Plan meeting process. Students are rarely suspended from Kingsbury Academy because the primary function of our program is to serve the struggling, at-risk student in the educational environment assisting the student to develop school-appropriate coping skills to enhance his or her success.

Kingsbury Academy provides professional development opportunities to assist teachers in managing behavior to assist in accessing regular education curriculum.

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

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	3	4	1	8	6	9	4	19	23	13	10	9	4	113
One or more suspensions	4	7	7	6	3	7	11	25	5	11	8	9	1	104
Course failure in ELA or Math	1	1	1	1	0	4	3	14	15	8	11	8	3	70
Level 1 on statewide assessment	0	0	0	3	4	11	10	17	14	12	11	8	4	94

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level										Total
	1	3	4	5	6	7	8	9	10	11	
Students exhibiting two or more indicators	1	3	2	3	5	10	9	7	9	2	51

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

For specific children with excessive absences, Kingsbury Academy generates a social work referral resulting in district support.

Students with specific issues in math are identified and for a small group instruction pull-out along with intervention programs such as V-Math and Fast Math.

Students with reading deficits participate in reading intervention groups including intervention programs such as Reading Plus, Ticket to Read and Corrective Reading.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Service project opportunities are planned and offered to area agencies, such as churches. These events include managing the on-site library and involving volunteers in classroom support.

Effective Leadership

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

School Leadership Team

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

Name	Title
Lowe, Cindy	Principal
Bombly, Tammy	Assistant Principal
Copley, Diane	Other
Parker, Emily	Other
Grandstaff, Marci	Other

Duties

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

All students 6-12 grade are already identified and served in the ESE program. MTSS for secondary students in overseen by the Principal and only used when a secondary student specifically requires additional testing for the consideration of another ESE program. Teachers support the process by giving input, collecting data and providing interventions for identified learning needs.
A small amount of regular education elementary students are referred to our program and as a general rule come with a Progress Monitoring Plan (PMP) to be continued. Emily Parker, the K-6 Curriculum Coordinator oversees the MTSS process for these students, collecting data from the base schools and determining what interventions if any may be continued at Kingsbury. The district assigned school psychologist supports Kingsbury staff in completing the MTSS process. Since the students are only with us for a period of 45 days, we prioritize based on student need.

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

All students participate in an cognitive behavior modification system as a part of the program at Kingsbury Academy. This data is collected on a daily basis in approximately 5-minute intervals. Behavior data, therapeutic input and academic progress is discussed in a weekly meeting for each individual student and class. This data guides the staff in determining how to best meet the needs of every at-risk student.

Title I Part A supports the remediation program at Kingsbury Academy. One support staff is resourced by this funding who provides group and individual remediation in reading and math to enhance the curriculum in the classroom and address deficits based on the testing results. A district sponsored Reading Coach is also provided by Title I A that supports classroom teachers in K-5. The coach models instructional practices, academic centers and introduces new strategies to enhance reading.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Cindy Lowe	Principal
Mike Wicker	Business/Community
Marian Whitfield	Education Support Employee
Joretta Williams	Parent
Stacy Wachsmith	Parent
Matt Bombly	Education Support Employee
	Student

Duties

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

Evaluation of last year's school improvement plan

SAC reviewed last year's SIP and supporting data regarding student achievement growth and use of funds.

Development of this school improvement plan

SAC reviewed previous school year data, staffing plan and goals for the upcoming year.

Preparation of the school's annual budget and plan

SAC reviewed school's title 1 allotment and plan for supporting instructional staff.

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

n/a

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

As a contracted school, Kingsbury Academy is continually recruiting SAC members due to the transient
nature of our population. The administrative team is primarily responsible for the SAC.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Bombly, Tammy	Assistant Principal
Grandstaff, Marci	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT will guide instructional staff in the use of data to improve grade level instruction to help students achieve academic success.

Public and Collaborative Teaching

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

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

Weekly team meetings are held to facilitate collaborative discussions regarding common student behavior and possible solutions. In the meetings, instructional strategies are shared as well as behavioral and classroom management techniques.

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

Kingsbury Academy provides comparable compensation for instructional positions to the Marion County School District. Teachers are screened and certifications are maintained through the district office. Our administrative team, Cindy Lowe and Tammy Bombly are responsible for recruiting and training teachers.

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

Emily Parker/Amber Westerman; strength of content area; instructional strategies, lesson planning and classroom management.
Tammy Bombly/Carole Inman; strength of content area; instructional strategies, lesson planning and classroom management.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Kingsbury Academy adopts the Marion County Public Schools curriculum, following the curriculum guides and participates in required district and state-wide assessments. Instructional staff are encouraged and provided the opportunity to participate in professional development opportunities provided by the district or other outside agencies.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Kingsbury Academy provides educational opportunities for students at the intensive level. All students receive direct instruction and have the support of an instructional paraprofessional along with the teacher in all academic areas. Intensive reading and math programs are used to assist students demonstrating a need for additional intervention to reach proficiency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 0

na

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

na

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students in 5th and 8th grades promoting to the next level participate in articulation IEP meetings outlining services to be received in the promoted grade. Students meet individually with school staff to discuss and prepare for the rigors of secondary education.

College and Career Readiness

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

Career education is incorporated in 8th grade social science. Students participate in the development of their Individual Education Plan that incorporates a career focus.

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

All teachers will refer students to a content area question: "How can I apply what I am learning elsewhere?" Also, students will be provided time to reflect on their learning experiences.

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

Students participate in Graduation Review Meeting and Post School Transition is developed as a part of the student's Individual Education Plan.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

na

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

Strategic Goals Summary

G1.   If teachers engage in professional development, to develop effective lessons and student engagement, then student learning gains will increase in reading and math.

G2.   Instructional staff learn methods for implementing emotional regulation strategies to positively affect student behavior.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers engage in professional development, to develop effective lessons and student engagement, then student learning gains will increase in reading and math. `1a`

🔑 `G035949`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	37.0
AMO Reading - All Students	40.0

Resources Available to Support the Goal `2`

- Title I Funds
- Positive school climate/culture

Targeted Barriers to Achieving the Goal `3`

- Lack of engagement in classrooms.

G2. Instructional staff learn methods for implementing emotional regulation strategies to positively affect student behavior. 1a

G035951

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	

Resources Available to Support the Goal 2

- Positive school climate/culture
- Staff development on trauma-informed care and emotional regulation

Targeted Barriers to Achieving the Goal 3

- Staff and student resistance

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal	**B =** Barrier	**S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If teachers engage in professional development, to develop effective lessons and student engagement, then student learning gains will increase in reading and math. 1

🔑 G035949

G1.B1 Lack of engagement in classrooms. 2

🔑 B086099

G1.B1.S1 Differentiated instruction training for all instructors to provide effective instruction to diverse learners. 4

🔑 S096821

Strategy Rationale

Introduce and train teachers to provide student engagement activities to enhance learning strategies and gains.

Action Step 1 5

Differentiated instruction professional development.

Person Responsible

Tammy Bombly

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

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

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

Classroom walk-throughs

Person Responsible

Tammy Bombly

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

observing students engaged in learning activities

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

Administrative Walk-throughs and District level year-long student performance data

Person Responsible

Tammy Bombly

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Administrative walk-through data as well as disaggregating student data

G2. Instructional staff learn methods for implementing emotional regulation strategies to positively affect student behavior. 1

🔑 G035951

G2.B1 Staff and student resistance 2

🔑 B086103

G2.B1.S1 Staff development activities to build understanding and awareness of the role of trauma in student learning. 4

🔑 S096825

Strategy Rationale

Increasing staff understanding and awareness of trauma in students can build strategies for meeting the needs of traumatized learners.

Action Step 1 5

Trauma Informed Care and Emotional Regulation training

Person Responsible

Cindy Lowe

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, walk-throughs and treatment team meetings

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrative walk-throughs

Person Responsible

Cindy Lowe

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

observation of staff implementation of trauma-informed practices, student engagement and a reduction of suspensions

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Administrative walk-throughs and monitoring of student suspension data

Person Responsible

Cindy Lowe

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Administrative walk-through data as well as disaggregating student data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Differentiated instruction professional development.	Bombly, Tammy	8/11/2014	Sign in sheets, lesson plans, work samples and administrative walk-throughs.	5/29/2015 monthly
G2.B1.S1.A1	Trauma Informed Care and Emotional Regulation training	Lowe, Cindy	9/1/2014	Sign in sheets, walk-throughs and treatment team meetings	6/4/2015 weekly
G1.B1.S1.MA1	Administrative Walk-throughs and District level year-long student performance data	Bombly, Tammy	9/1/2014	Administrative walk-through data as well as disaggregating student data	6/4/2015 monthly
G1.B1.S1.MA1	Classroom walk-throughs	Bombly, Tammy	9/1/2014	observing students engaged in learning activities	6/4/2015 daily
G2.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Administrative walk-throughs and monitoring of student suspension data	Lowe, Cindy	9/1/2014	Administrative walk-through data as well as disaggregating student data	6/4/2015 weekly
G2.B1.S1.MA1	Administrative walk-throughs	Lowe, Cindy	9/1/2014	observation of staff implementation of trauma-informed practices, student engagement and a reduction of suspensions	6/4/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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