

Marion County Public Schools

New Leaf Center

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2020-21 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 Vernon

Start Date for this Principal: 6/30/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of New Leaf Center is to promote the increase of life-long learners by providing a positive educational environment that empowers the at-risk youth of Marion County to be responsible and productive citizens while being supported by a community that recognizes student potential.

Provide the school's vision statement

New Leaf Center is a caring place where students and staff feel they make a contribution and are valued as individuals within a positive school culture that supports collaboration, respect, and trust. New Leaf Center strives to empower students to reach their highest academic potential and encourages social and emotional growth through character development, positive relationships, and a diverse cultural awareness.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Vernon, Katherine	Principal	Oversees all operations: managerial as well as instructional. She collaborates with all faculty for planning and improvement purposes, provides focused and ongoing feedback, communicated decisions, performs formal and informal observations which include pre and post conferences, completes evaluations for all faculty members, supervises the execution of professional development plans, and leads the school in fostering a positive environment with a shared vision.
Malpica, Cassandra	Assistant Principal	Ms. Malpica ensures the daily operations and discipline procedures are supportive of student learning and instructional goals. Ms. Malpica works closely with the instructional coach to support teachers in lesson planning, professional development, data analysis, decision making, and providing academic interventions.
Grandstaff, Marci	Other	Ms. Grandstaff contributes to the academic success of students by providing social skill development through weekly small group sessions. She develops behavior plans to identify appropriate interventions and accommodations to ensure that each student is able to equitably access the curriculum. Ms. Grandstaff works directly with teachers and behavior staff to identify trends in student behaviors to better support student and staff in the academic process.
Palmer, Tess	Instructional Coach	Ms. Palmer facilitates various professional development opportunities, oversees all curriculum and instruction and works closely with teachers in their classrooms to ensure that instructional guidelines and individual student needs are being met. Ms. Palmer coordinates assessments for all students. Ms. Palmer assists in allocating curriculum resources, selecting programs for student learning, leading teachers in instructional practices, monitoring assessment data/student progress for mastery of standards, contributing to informal observations and classroom walk-throughs, and providing data for administrative decision making. 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.
Evans, Keith	Administrative Support	Mr. Evans plays an essential role in the instructional process as the Student Support Specialist. As students transitions to and from NLC, Mr. Evans ensures that students are enrolled in the correct courses, facilitates credit recovery as needed, and continuously examines transcripts to ensure that students are earning units and credits, as well as all graduation requirements. In addition, Mr. Evans oversees the behavior

Name	Title	Job Duties and Responsibilities
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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.

Demographic Information

Principal start date

Tuesday 6/30/2015, Katherine Vernon

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

15

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade

	2015-16: No Grade
ESSA Status	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	2	7	6	4	4	17	6	6	8	4	64
Attendance below 90 percent	0	0	0	2	5	5	3	3	13	5	2	6	2	46
One or more suspensions	0	0	0	2	5	4	0	3	8	2	2	3	1	30
Course failure in ELA	0	0	0	2	3	1	1	3	12	0	3	6	2	33
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	1	2	9	3	3	6	3	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	2	2	8	2	3	2	2	21

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	2	7	6	4	4	17	6	6	8	4	64

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	1	2	0	1	1	12	2	4	3	3	29
Students retained two or more times	0	0	0	0	0	0	0	0	6	2	0	0	0	8

Date this data was collected or last updated

Monday 8/17/2020

Prior Year - As Reported

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

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

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

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

The number of students identified as retainees:

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

Prior Year - Updated

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	42%	61%	0%	42%	60%
ELA Learning Gains	0%	45%	59%	0%	48%	57%
ELA Lowest 25th Percentile	0%	36%	54%	0%	40%	52%
Math Achievement	0%	41%	62%	0%	41%	61%
Math Learning Gains	0%	51%	59%	0%	53%	58%
Math Lowest 25th Percentile	0%	43%	52%	0%	44%	52%
Science Achievement	0%	40%	56%	0%	42%	57%
Social Studies Achievement	0%	53%	78%	0%	56%	77%

EWS Indicators as Input Earlier in the Survey															
Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	43%	-43%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	50%	-50%	56%	-56%
	2018	0%	49%	-49%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	50%	-50%	55%	-55%
	2018	0%	46%	-46%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	46%	-46%	53%	-53%
	2018	0%	46%	-46%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	49%	-49%	62%	-62%
	2018	0%	48%	-48%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	54%	-54%	64%	-64%
	2018	0%	47%	-47%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	20%	45%	-25%	60%	-40%
	2018	0%	50%	-50%	61%	-61%
Same Grade Comparison		20%				
Cohort Comparison		20%				
06	2019	0%	46%	-46%	55%	-55%
	2018	0%	42%	-42%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	49%	-49%	54%	-54%
	2018	0%	49%	-49%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	41%	-41%	46%	-46%
	2018	0%	43%	-43%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

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

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

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

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

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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 2015-16	C & C Accel 2015-16

ESSA Data

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

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

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

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

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%	0

Black/African American Students

Federal Index - Black/African American Students	20
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Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
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
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
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	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

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

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

Based on the 2018-2019 School Improvement Rating data released from DOE, NLC's lowest data component was in math learning gains. During NLC's five years of business, this has consistently proven to be our lowest data point.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

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

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

Based on the 2018-2019 School Improvement Rating Data released from the DOE, NLC fails to successfully close the gap in reading and math gains, when compared to the State average. Contributing factors to these gaps include: significant student behavior problems, new teachers, transient population, poor student attendance and low parental involvement.

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

In an attempt to address student course failure and FSA level 1, NLC increased professional development opportunities, implemented new interventions in reading, increased time allocated to mentoring teachers, provided one on one assistance in the classroom and with lesson plan development, instructional strategies and standards based hands on activities. In addition, NLC implemented data meetings.

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: If teachers focus on authentic literacy within subject area delivery, then student learning gains in math will increase a minimum of one grade level as measured by state assessments.

Measureable 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 27 to 32 points on the 2020-2021 School Improvement Rating as measured by state assessments and all subgroups will improve by 3 points on the federal index (black/African American, Students with Disabilities & Economically Disadvantaged students).

Person responsible for monitoring outcome: Cassandra Malpica (cassandra.malpica@marion.k12.fl.us)

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

Rationale for Evidence-based Strategy: Evidence of effectiveness will include classroom walk-throughs and observations as well as district assessment and i-Ready data.

Action Steps to Implement

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 need.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: If teachers provide differentiated instruction, then student learning gains in reading will increase a minimum of one grade level as measured by state assessment.

Measureable 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 from 46 to 51 points on the 2020-2021 School Improvement Rating as measured by state assessments and all subgroups will improve by 3 points on the federal index (black/African American, Students with Disabilities & Economically Disadvantaged students).

Person responsible for monitoring outcome: Cassandra Malpica (cassandra.malpica@marion.k12.fl.us)

Evidence-based Strategy: Teachers will participate in professional development opportunities that will assist with the implementation of differentiation, effective teaching practices for students with disabilities, and data driven instruction to better assist with the implementation of tier 1 instruction. Teachers will use i-Ready, district assessment and formative assessment data to assist in decision making regarding differentiated instruction.

Rationale for Evidence-based Strategy: Evidence of effectiveness will include classrooms walk-throughs and observations as well as district assessment and i-Ready data.

Action Steps to Implement

1. Provide teachers with meaningful PD opportunities in the area of differentiated instruction in the area of Reading.
2. Assist teacher 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 Cassandra Malpica (cassandra.malpica@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

n/a

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 ensuring all stakeholders are involved.

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 2020

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 2020

To provide an opportunity for students and families to have a positive experience with the community’s first responders.

Literacy on the Lawn: February 2021

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

New Leaf Center

Parent and Family Engagement Plan

What is Parent and Family Engagement?

Parent and Family Engagement means the participation of parents and family members in ongoing consultation and meaningful communication involving student academic learning and other school activities, including ensuring that:

- (A) Parents and families play an integral role in assisting their child's learning.
- (B) Parents and families are encouraged to be actively involved in their child's education.
- (C) Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described under ESSA Section 1116.

About the Parent and Family Engagement Plan

This plan will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals.

We value our families and believe that ALL children can learn!



Principal Name: Katie Vernon

School Website: srmischool.com

School Year: 2020-2021



BARRIERS

This section is not required for new Title I Schools.

Summarized data from stakeholder engagement surveys from events held during the 18-19 school year (not applicable to new Title I, Part A schools).

Historically, parent participation has been a struggle. This year's survey results were no different. The parents who did respond to the 2019-2020 engagement surveys indicated that they would like more events that will assist them with tools/strategies to support reading, math and behavior. Parents also indicated a desire to participate in their child's education utilizing multiple formats due to an inability to regularly physically attend.

Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.

1. Transportation
2. Transient population (Homelessness, foster care placement, group home placement, etc.)
3. Days/times of events can be difficult to attend
4. Resistance to participate due to negative past experiences with schools in general
5. Access to technology
6. Language barriers

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants).

1. Barrier 1 – Language barriers- We will have translators on hand at events and be sure to advertise this when notifying families via Skylert and flyers. In addition, we will provide flyers/newsletters in Spanish to families who we have identified as requiring such.
2. Barrier 2- Days/times of school events-We will continue to schedule school events at varied times throughout the school year. In addition, we will work to find more ways to engage our parents who are unable to physically attend school events, but desire to participate. We will also work to send the information of material covered during scheduled events to parents who were unable to attend.
3. Barrier 3- Resistance to participate- We will continue to work hard to build meaningful relationships with our students and their families. This will be done by regular contact home, via phone calls, notes, emails, etc. In addition, we will continue to utilize our Student Support Specialist to assist with student transition to our facility. This person also will serve as a consistent contact person for parents and families throughout the school year.

What is your Parent and Family Engagement Plan goal for the 2020-2021 school year (*must be tied to student academic achievement and aligned with your school improvement plan*)?

If New Leaf Center provides families with effective tools and strategies that can be used to promote school appropriate behavior, then student's will arrive at school ready to participate in class activities and learn state standards, thereby increasing student growth by a minimum of one year in reading and math, as measured by i-ready data.

COMMUNICATION AND ACCESSIBILITY

Describe how the school will provide full opportunities for <u>all</u> parents and families (keeping in mind the diverse makeup of 21 st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, and guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?
<p>Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow up. Additional strategies will be applied as the need arises on a case-by-case need.</p> <p>Spanish translators will be available for Spanish speaking parents upon formal request or informally through our bi-lingual staff members.</p> <p>Our school facility is ADA accessible. If support is needed to accommodate a disability, appropriate arrangements will be made by the school.</p>
Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?
<p>Prepared messages related to progress reports, upcoming school-family events will be created using clear, easy to understand language (removing academic or industry terms/acronyms whenever possible) and sent via Skylert to registered phone numbers, and email addresses of our families. Additional communications will be relayed through medias such as: Twitter, site-based website, parent requested notification method, school newsletters, fliers, and school marquee.</p> <p>For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family.</p>
(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.
<p>(1) We will use a communication plan that starts approximately 60 days before any family engagement activity. The communication plan includes weekly posts with call to action to engage family and community. Students will be provided invitations two weeks in advance with an option to reserve spot and sign up. Skylert will be used the Monday before any event to remind parents of upcoming events.</p> <p>(2) The communication plan will include compacts, social media campaign, website, newsletters, parent requested notification method, school marquee and Skylert messaging. The communication plan will notify of upcoming events: purpose, time/date, audience, and activity.</p>
How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?

(1) We will describe and explain curriculum, forms of assessments and achievement levels during our Annual Title I meetings, school based website and newsletters.

(2) Families will be notified about the forms of assessments through the parent requested notification method, teacher communications, ongoing school meetings (ex: FSA night, SAC), Annual Title I Meeting, and parent-teacher conferences.

(3) The achievement levels students are expected to obtain will be described and explained during the Annual Title I Meeting, and ongoing academic based family engagement events occurring throughout the year. Additionally, teachers are encouraged to inform parents and families of upcoming lessons and curriculum via the parent requested notification method or class newsletters. If parents or guardians have further questions and/or are not available to attend, information will be sent home in quarterly newsletters, which is also posted on the school website. Families may also contact the school for further information.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision-making?

(1) Families and community members have the opportunity to share feedback after each family and community engagement event, the annual survey for the school based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings.

(2) Communication of upcoming opportunities will include social media, school website, newsletters, parent requested notification method, school marquee, fliers and Skylert messaging.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them?

Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (aka: Title I school-wide plan) are gained through the annual survey for the school based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings. The aforementioned surveys and SAC meeting minutes are made available to the district Title I office for review throughout the year.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

Once Board approved, this plan will be published on the school website and the public access area of CIMS at <https://www.floridacims.org/districts/marion/schools/0101>. This plan (paper-based) will also be made available upon request through the school front office throughout the year.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Title I Meeting. This meeting should be held at a convenient time for parents and be advertised as a stand-alone meeting. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESSA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved.

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting (must be conducted by the last week of October) to inform parents and families of participating students about the schools Title I program and parent and family engagement activities.
<ol style="list-style-type: none"> 1. <u>Step 1</u> – Plan the meeting time, date, location. 2. <u>Step 2</u> – Create flier, invitation (translate if necessary) 3. <u>Step 3</u> – Send out the flier, invitation (email/ backpack/social media) 4. <u>Step 4</u> – Update school marquee and website 5. <u>Step 5</u> – Remind families via social media, parent requested notification method and Skylert
Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting.
All aspects of Title I are shared using the district Title I PowerPoint template which includes information such as: What is Title I, Parent and Family Engagement Plan, School-Parent Compact, Parents Rights, Assessments, Title I Funds, Title I Focus, open discussion and Q&A.
Describe how the Annual Meeting will cover (1) yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.
<ol style="list-style-type: none"> (1) District based PowerPoint that includes school data points, programs, intervention, and progress monitoring assessments. (2) District based PowerPoint that includes overview link to school choice located at District website. (3) District based PowerPoint that includes explanation of Parents Rights
How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?
Technology (phone, email, parent requested notification method, social media, school website, and parent portal) is only a component of our comprehensive communication plan that also includes newsletters, fliers, paper-based progress reports and school marquee.

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision-making of how Title I, Part A School wide funds are used.

Family and community feedback is collected during quarterly SAC meetings, annual Parent and Family Engagement Plan and School Improvement Plan surveys.

How will the school provide, with Title I funds, transportation, childcare, or other services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events?

- Childcare – will be provided by volunteers

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities?

Via District Annual Parent Annual Survey (results: 101 English and 4 Spanish) and quarterly SAC meetings.

What documentation does the school have that parent needs for meeting times, transportation needs, and childcare for family engagement were assessed?

District Annual Parent Survey, site based family engagement event post surveys, and quarterly SAC meeting minutes.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- AM & PM Sessions (Same content to appeal to more parents) only as needed
- Other _____

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of parents to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I School wide plan by engaging parents and families. [ESSA Section 1116]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?
After reviewing surveys and family ideas/suggestions for activities they would like offered at the school, activities will be based on family needs to best support the school and at home learning environments.
How will the school implement activities that will build relationship with the community to improve student achievement?
<ul style="list-style-type: none"> • Invite community members/business partner to participate in SAC and to share their knowledge and expertise in ways to promote learning through real world applications. • Invite family and community members to design and assist in planning upcoming engagement events.
If your school has a Site-Based Title I Parent Resource Room: (1)How will the school implement the Site-Based Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Site-Based Parent Resource Room with parents.
N/A
If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?
We will utilize the District Title Parent Resource Van and District Parent Resource Room. We will communicate to the community and families about the upcoming District Title Parent Resource Van scheduled visits via our school newsletter, and website. Families are able to check out academic resources to assist with student learning at home. In addition, we will encourage teachers to refer families to the District Parent Resource Room to utilize and take home the many available resources to assist with their students learning gains and to reduce summer slide.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. **Additionally, events should contribute to the achievement of goals outlined in the Title I School wide Plan.**

Name of Activity (if applicable, expected Title I Budget)	Person(s) Responsible	<u>Measurable</u> Anticipated Impact on Student Achievement (aligned with School Improvement Plan)	Month/Year Activity will take Place	Evidence of Effectiveness
Title I Annual Meeting (required by the last week in October)	Principal and Assistant Principal	To provide an explanation of Title I and begin the ongoing discussion site schoolwide participation and of its link to student achievement.	October 2020	Parent surveys & sign-in sheets
Feasting & Fun with First Responders	Principal and Assistant Principal	To provide an opportunity for students and families to have a positive experience with the community's first responders.	October 2020	Parent surveys and sign-in sheets
Literacy on the Lawn	Academic Coordinator, Student Support Specialist, Principal and Asst. Principal	To provide an opportunity for students to engage in literacy activities with their parents.	February 2020	Parent Surveys, i-ready reading data, ELA QSMAs

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents/families, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build relationships between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESSA Section 1116]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

...the assistance of parents and families and in the value of their contributions.

- Effective parent/teacher conferences
- Effective forms/strategies for two-way communication

...how to reach out to, communicate with, and work with parents and families as equal partners.

- Effective use of the specific parent requested notification method to share information with families about student academic achievement
- Provide training for teachers to effectively communicate school related information such as course grades, IEP and 504 information and available district and school family resources

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

- How to effectively communicate with stakeholders (families, community members, business partner)

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

- (1) Throughout the year during times such as: early release days, planning time, and/or during coaching
- (2) Formal PD: sign in sheets, agenda, handouts, surveys. Informal PD: coaching/meeting notes

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESSA Section 116]
<input checked="" type="checkbox"/>	Title I, Part A - Improving the Academic Achievement of the Disadvantaged	Coordination with stakeholders to provide parent and family engagement defined as participation of parents in ongoing consultation and meaningful communications with school staff that involves that student, addresses learning and engages the family in school activities.
<input checked="" type="checkbox"/>	Title I, Part C - Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21).	School administration will contact the Migrant Department of Grants & Federal Programs office. This office will provide academic support to the students and help families with resources they may need to support increased student achievement.
<input checked="" type="checkbox"/>	Title I, Part D – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Coordination with stakeholders to provide the families of children and youth with services to make a successful transition from institutionalization for increased academic achievement.
<input checked="" type="checkbox"/>	Title II, Part A – Supporting Effective Instruction through professional development targeted to administrators and teachers.	Coordination with stakeholders to improve the quality and effectiveness of teachers, principals, and other school leaders through capacity building in the areas of improving student academic achievement and building ties between parents, families and the school.
<input checked="" type="checkbox"/>	Title III, Part A – Helping English Language Learners achieve English proficiency (ESOL)	Coordination with stakeholders to establish partnerships to strengthen relationships between families, communities and schools that will provide additional services aligned with improved student success.
<input type="checkbox"/>	Title IV, Part A – Providing all students with a well-rounded education, improving school conditions to support safe and healthy student, and improve use of technology to advance digital literacy	Coordination with stakeholders to promote collaboration between the parents, families and school to educate families in the
<input type="checkbox"/>	Title IV, Part B – Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards	Providing students with a high-quality out-of-school time enrichment program during the school year and summer and offering multiple family engagement opportunities geared to increase student academic achievement.

☒	<p>Title IX – Homeless Education Program (HEP). The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless.</p>	<p>School administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support they need to allow for increased student academic achievement.</p>
☐	<p>VPK – Voluntary Pre-Kindergarten Program</p>	<p>Recognizing that parents are an important component of a child’s education, VPK provides family support material to families and offers family engagement activities such as take home resources, family workshops, and/or access to online resources.</p>