

Marion County Public Schools

New Leaf Center

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2021-22 Ungraded Schoolwide Improvement Plan

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New Leaf Center

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

[no web address on file]

Demographics

Principal: Katherine Vernon

Start Date for this Principal: 6/30/2015

2021-22 Status (per MSID File)	Active
School Function	Alternative
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 Improvement History	2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Unsatisfactory 2015-16: Unsatisfactory
DJJ Accountability Rating	2021-22: 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 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.

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	Title	Job Duties and Responsibilities
Vernon, Katherine	Principal	<p>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.</p>
Malpica, Cassandra	Assistant Principal	<p>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.</p>
Grandstaff, Marci	Behavior Specialist	<p>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.</p>
Evans, Keith	Dean	<p>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</p>

Name	Title	Job Duties and Responsibilities
		<p>behavior modification program is implemented with fidelity to support student learning.</p>
Palmer, Tess	Instructional Coach	<p>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.</p>

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 Vernon

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

5

Total number of teacher positions allocated to the school.

13

Total number of students enrolled at the school.

64

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

2

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	2	5	12	8	38	14	29	8	8	8	7	139
Attendance below 90 percent	0	0	1	3	8	4	27	12	23	7	8	10	9	112
One or more suspensions	0	0	2	5	12	9	40	16	23	5	8	8	3	131
Course failure in ELA	0	0	2	3	7	2	23	8	16	6	6	8	6	87
Course failure in Math	0	0	1	2	7	5	17	13	16	5	7	8	6	87
Level 1 on 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	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	0

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - Updated

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

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

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

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

The number of students identified as retainees:

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

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	44%	-44%	58%	-58%
Cohort Comparison						
04	2021					
	2019	21%	49%	-28%	58%	-37%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
05	2021					
	2019	22%	45%	-23%	56%	-34%
Cohort Comparison		-21%				
06	2021					
	2019	0%	45%	-45%	54%	-54%
Cohort Comparison		-22%				
07	2021					
	2019	0%	46%	-46%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	50%	-50%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	46%	-46%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	49%	-49%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	54%	-54%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	20%	45%	-25%	60%	-40%
Cohort Comparison		0%				
06	2021					
	2019	0%	46%	-46%	55%	-55%
Cohort Comparison		-20%				
07	2021					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	41%	-41%	46%	-46%
Cohort Comparison		0%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	65%	-65%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	10%	70%	-60%	70%	-60%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	51%	-51%	57%	-57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 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

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 Analysis

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

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

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

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

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

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

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

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

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

It is hard to track trends at NLC because the student population is always changing. The groups of students that are assessed over the year, do not include the same students so it is hard to track true trends among students. However, we can look at overall typical trends based on our student population as a whole. Students placed at NLC, regardless of grade level or subgroup, tend to be significantly deficient in all academic areas. The majority of our student population is lacking foundational skills in both reading and math.

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

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

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

1. Provide teachers with meaningful PD opportunities in the area of differentiated instruction in all content areas.
2. Assist teachers with dis-aggregation of i-Ready data.
3. Provide targeted feedback based on classroom walk-throughs.
4. Progress monitoring meetings will be held to monitor students' progress.
5. PST meetings will be held on an as needed basis.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:**

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

If teachers provide differentiated instruction, then student learning gains in reading will increase a minimum of one grade level as measured by state assessment.
52 students took the ELA FSA and 1 student scored a level 3, therefore, the percentage of current students that scored below a level 3 is 98%.
Of the four, 2nd and 3rd grade students currently enrolled, no students are on track to score a level 3 or above on the statewide, standardized grade 3 ELA assessment.

Measureable Outcome:

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

If teachers focus differentiation during Tier 1 instruction and the MTSS block in order to meet our students where they are, then student learning gains in reading will increase by 5 points on the 2021-2022 School Improvement Rating as measured by state assessments and all subgroups will improve by 3 points on the federal index (black/African American, Students with Disabilities & Economically Disadvantaged students).

Monitoring:

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

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

Person responsible for monitoring outcome:

Cassandra Malpica (cassandra.malpica@marion.k12.fl.us)

Evidence-based Strategy:

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

Teachers will participate in professional development opportunities that will assist with the implementation of differentiation, effective teaching practices for students with disabilities, and data driven instruction to better assist with the implementation of tier 1 instruction. All academic instruction is delivered using a small group center-based model. This provides for teachers to differentiate and work on student's individual IEP ELA goals. Teachers will use i-Ready, district assessment and formative assessment data to assist in decision making regarding differentiated instruction.

Rationale for Evidence-based Strategy:

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

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

Action Steps to Implement:

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

1. Provide teachers with meaningful PD opportunities in the area of differentiated instruction in the area of Reading.
2. Assist teachers with dis-aggregation of i-Ready data.
3. Provide targeted feedback based on classroom walk-throughs.
4. Progress monitoring meetings will be held to monitor students' progress.
5. PST meetings will be held on an as needed basis.

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

Monitoring ESSA

Impact:

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 Math

Area of Focus Description and Rationale:

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

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

Measureable Outcome:

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

If teachers focus on authentic literacy during the math block by having students read, write, and talk about real-world problems, along with hands-on learning, then math learning gains will increase by 5 points on the 2021-2022 School Improvement Rating as measured by state assessments and all subgroups will improve by 3 points on the federal index (black/African American, Students with Disabilities & Economically Disadvantaged students).

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

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

Rationale for Evidence-based Strategy:

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

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

Action Steps to Implement:

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

1. Provide teachers with meaningful PD opportunities in the areas of differentiated instruction, authentic literacy, and hands-on learning.
2. Assist teachers with dis-aggregation of i-Ready data.
3. Provide targeted feedback based on classroom walk-throughs.
4. Continual reassessment through frequent and ongoing check-ins with teachers, informal and formal observations, walk-throughs and coaching.
5. Specific and targeted mentoring based on teacher identified needs.

Person Responsible

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

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring

N/A

the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Part IV: Positive Culture & Environment

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

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

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

Through the following capacity building events, NLC will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Title 1 annual meeting: October 2021

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

Feasting and Fun with First Responders: October 2021

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

Literacy on the Lawn: February 2022

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

Flexible Parent and Family Meetings: Ongoing

To afford working parents the opportunity to meet with teachers and staff regarding their child's academic and behavioral progress.

NLC works to provide a positive school culture for both staff and students. Relationship building is at the core of the program. Staff work hard to build relationships with students and their families. In an attempt to bridge the gap between school and home, parents receive a weekly phone call home from either the student's teacher or paraprofessional. These phone calls are a time where the student's weekly successes can be celebrated, and any concerns can be addressed. For many of our students and parents, school has not been a positive experience and these phone calls are an attempt to change that. We work hard to establish open, honest and frequent communication. We want both students and their families to feel safe to express their needs, concerns and struggles. Those needs and struggles can and do

typically extend outside of the "normal" school issues and that is okay. NLC works with many community providers to offer wrap-around services to assist families with meeting their basic needs--such as assistance with food, electricity/water, and clothing, obtaining mental health care in the home, rides to doctor appointments and assistance for the holidays. We want our families to feel valued.

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

New Leaf Center teachers, paraprofessionals, and administrators all work to build relationships with students and families through frequent and ongoing communication. Teachers and paraprofessionals make weekly phone calls to update families regarding student academics and behavior. The Transition Specialist follows the student's progression through the program and assists the student in returning to their assigned school. He works very closely with both the student and the family upon the student's return. He collaborates with district and New Leaf staff to best support the student in the new school environment. The Behavior Specialist will provide families with effective tools and strategies that can be used to promote school appropriate behaviors.

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: 2021-2022



BARRIERS

Describe barriers that hindered participation of parents and family members in engagement events during the previous year. Refer to summarized data from stakeholder engagement surveys from events held during the 20-21 school year (not applicable to new Title I, Part A schools) and the site-based 20-21 Annual Parent Survey.
Historically, parent participation has been a struggle. This year's survey results were no different, with only 4 parents responding. The parents who did respond to the 2020-2021 engagement surveys indicated that they feel welcomed, their child feels safe and comfortable with asking for help with adults and they find NLC's policies and rules to be clear and consistent.
Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.
<ol style="list-style-type: none"> 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).
<ol style="list-style-type: none"> 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 2021-2022 school year (<i>must be tied to student academic achievement and aligned with your schoolwide improvement plan</i>)?
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 all parents and families (keeping in mind the diverse makeup of 21st 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?

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.

Spanish translators will be available for Spanish speaking parents upon formal request or informally through our bi-lingual staff members.

Our school facility is ADA accessible. If support is needed to accommodate a disability, appropriate arrangements will be made by the school.

Due to the needs of our students and families, an advocacy approach model will be used to engage the families of our students. Specific resource videos will be posted for our families based on their current needs. By having these specific resources readily available and providing links to seek feedback for additional needs, the barriers of transportation, babysitting and time constraints will be removed from our families.

Every effort will be made to include resources in languages our parents can understand.

In addition, strong efforts will be made to meet with families by phone or in person to discuss their child's specific needs and resources available to the family to help meet those needs.

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?

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.

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.

- (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.

(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.

(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.

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. 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 and/or release of advocacy video 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 marque 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, 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, individual student progress meetings and the 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
- By providing video resources and online feedback options and individually reaching out to parents to provide information on student progress and resources for support, the barriers of transportation, babysitting, and time constraints will be removed from our families.

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: _4_ English and _0_ 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, quarterly SAC meeting minutes, and parent/teacher conferences.

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)
- Other: As our families struggle with barriers that allow them to physically come on site, virtual options without time constraints are a necessary component for our families.

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?
<p>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.</p> <p>After meeting with families during intake procedures and planning for students to transition out of our facility, activities will be based on family needs to best support the school and at home learning environments.</p>
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. • Reach out to community partners that can provide transition support and social/emotional support to families so these resources can be provided to families.
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.**

Schools may add or remove rows as needed.

Name of Activity <i>(if applicable, expected Title I Budget)</i>	Person(s) Responsible	<u>Measurable</u> Anticipated Impact on Student Achievement <i>(aligned with Schoolwide Improvement Plan)</i>	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 2021	Parent surveys & sign-in sheets
Open House	Principal and Assistant Principal	To provide an opportunity for students and families to meet with their teacher and learn about classroom procedures and expectations. As well as reviewing the curriculum and academic goals for each class.	October 2021	Parent surveys and sign-in sheets
Literacy on the Lawn \$614	Academic Coordinator, Student Support Specialist, Principal and Asst. Principal	To provide an opportunity for students to engage in literacy activities with their parents.	February 2022	Parent Surveys, i-Ready reading data, ELA QSMAs

Activities listed may be updated after publishing. Refer to school-based communications throughout the year for the most updated information.

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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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 and to promote the involvement of parents.
<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.

☒	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.	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.
☐	VPK – Voluntary Pre-Kindergarten Program	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.

Schools may add or remove rows as needed.