# Silver River Mentoring And Instruction



## 2016-17 Schoolwide Improvement Plan

# Silver River Mentoring And Instruction

2500 SE 44TH CT, Ocala, FL 34471

[ no web address on file ]

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2015-16 Title I School** | **2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| High School 6-12 | No | 91% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| Alternative Education | No | 61% |

## School Grades History

**Year**

**Grade**

## School Board Approval

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

## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

## Table of Contents

# Purpose and Outline of the SIP

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

## Part I: Current School Status

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

## Part II: Needs Assessment

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

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

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

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

## Appendices

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

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

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

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

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Silver River Mentoring And Instruction

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Northeast - Cassandra Brusca | Not In DA - N/A |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

**a. Provide the school's mission statement.**

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-at-large that recognizes and accepts their potential.

**b. Provide the school's vision statement.**

Silver River Mentoring and Instruction is a caring place where children and adults feel they make a contribution and are valued as individuals.

#### 2. School Environment

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

Our school is predicated on building relationships with students simultaneously while keeping them on track for graduation and making up missing or deficient units/credits. We have a student information sheet that offers any voluntary information provided by the parent/guardian and child that can help us better learn how to help and teach the student.

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

Safety is our number one concern for our students and staff. On the bus in to school, we have security cameras that account for all student action on the bus to ensure accountability. When students arrive, our school is also under camera surveillance so we know what is going on at all times, and our staff operates on the foundation of "sight and sound." Our teachers, behavior team, and administrators pay maximum attention to the sensory observation of our student body during arrival, transitions, class-time, and dismissal.

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

We implement a hybrid Positive Behavioral Support System (PBSS) that stresses consistency and accountability via a Warning, Yellow, Red system. A verbal warning indicates the initial observation of the behavior that is unwanted. A yellow is a more serious violation of the behavior expectations and a Red is an automatic referral and consultation with our behavior specialists. Our behavior expectations are clearly marked in each class and around our campus.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Our school has on site visitation from CAC licensed prevention specialist counselors in addition to our staff being in constant communication with one another and bringing attention to children who may need additional attention.

#### 3. Early Warning Systems

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

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

Our early warning system is constituted by the following warning indicators:

1) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2) One or more suspensions, whether in school or out of school
3) Course failure in English Language Arts or mathematics
4) A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 26 | 72 | 20 | 20 | 25 | 5 | 180 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 12 | 18 | 4 | 9 | 8 | 0 | 57 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 17 | 56 | 14 | 13 | 13 | 2 | 122 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 15 | 39 | 7 | 4 | 6 | 1 | 83 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 36 | 8 | 11 | 9 | 0 | 79 |

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

Attendance:
- Students who are absent for 3 days in a row receive an automated attendance call as well as a personal call from our staff to inquire about their absences and when they would be able to return to school.
- Incentives are offered for perfect attendance to encourage students to attend school daily such as reward lunches, field trips, and token economy rewards.

Suspensions:
- All students are provided the opportunity for anger management and counseling services by licensed counseling services. Our behavior staff works with changing students behaviors and improving their attitudes to prevent further suspensions from school.

Course Failures:
- Every student is provided multiple opportunities to make up missing assignments and improve their grades across the duration of the marking periods they are at our school for.
- Students are all given time at the end of each marking period to make up missing work for reduced credit to help improve their grade and to work towards mastery.

State Assessments:
- Each student who has not passed any required state assessment is placed in an intensive reading or math class to bolster the skill necessary to show growth in the necessary area pertaining to state assessments.

## B. Family and Community Engagement

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

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

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

### a. Will the school use its PIP to satisfy this question?

No

### 1. PIP Link

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

### 2. Description

Silver River Mentoring and Instruction will hold the following parent/guardian involvement activities:
1. New and returning student orientation
2. Open House
3. Parent/Teacher Conferences
Silver River Mentoring and Instruction will hold the above activities to hopefully increase parent/guardian involvement to assist us in improving their student's educational career and behavior.

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

Silver River Mentoring and Instruction is heavily involved in the community and local business men and women are members of our board of directors and strive to make a difference for our school, students, and overall achievement,

## C. Effective Leadership

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

### 1. School Leadership Team

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

| Name | Title |
| --- | --- |
| Nebesnyk, Mike | Other |
| Nieb, Allan | Principal |
| Vandeventer, Gregory | Dean |

#### b. Duties

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

The function and responsibility of each school-based leadership team members as related to Silver River Mentoring and Instructions MTSS and the SIP are as follows:
1. Principal - Responsible for core instruction curriculum, testing, guidance counseling, diploma options, and academic placement and progress for all students. Implements ESE identification process if warranted.
2. Dean - Responsible for implementation of SMART core value system, collects data regarding individual student referrals and circumstances surrounding behaviors. Monitors teachers execution of behavior modification system, including reward system and consequences handed down. Handles communication with parents to establish rapport and any circumstances which may be responsible for student behavior. Organizes mental health counseling with provider if needed.
3. Executive Director - Responsible for securing resources to accomplish program mission. Supervises Principal and Deans to monitor the fidelity of the system in place and progress of the student's in achieving desired outcomes.

*2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.*

The Silver River Mentoring and Instruction leadership team uses data based problem solving to implement and monitor our behavior modification program and its effectiveness. The data collected by the leadership team is used to identify trends among certain student groups and the key players within the group. It is also used to identify teacher's strengths and weaknesses and provide training opportunities for key staff members. Resources are then provided for specific areas of concerns whether it be core instruction, teacher support, or small group and individual student needs. Examples of that could be small group or individual counseling in anger management or substance abuse, individual behavior contracts, individual check in and check out programs, tutoring, Saturday school, or after school programs.

Title I, Part D funding received by Silver River Mentoring and Instruction supports the implementation of the Read 180 program by supplementing the salaries for the English and Reading Teacher.

## 2. School Advisory Council (SAC)

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

| Name | Stakeholder Group |
| --- | --- |
| David Young, Chairman | Business/Community |
| Patrick Moses, Treasurer | Business/Community |
| Wayne Tutt, Officer | Business/Community |
| Rose Marzella, Officer | Business/Community |
| Chip Wildy, Officer | Business/Community |
| Dr. Donald Hunt, Officer | Business/Community |
| Gary Simons, Officer | Business/Community |
| Michael Nebesnyk | Principal |
| Allan Nieb | Principal |
| James Peoples, Officer | Business/Community |

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

Our SAC last year evaluated our SIP and approved it as per our recommendation.

*b. Development of this school improvement plan*

The SAC will review the school improvement plan before its final submission and will review as needed.

*c. Preparation of the school's annual budget and plan*

The treasurer on the SAC will be an integral part of the school budget analysis and documentation.

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

N/A

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

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

N/A

## 3. Literacy Leadership Team (LLT)

**a. Membership**
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

| Name | Title |
| --- | --- |
| Nebesnyk, Mike | Other |
| Nieb, Allan | Principal |

**b. Duties**

*1. Describe how the LLT or similar group promotes literacy within the school, if applicable.*

The major initiative of the LLT for the 2016-2017 school year is to ensure that school-wide staff development needs are met to increase student learning as well as academic achievement.

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

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

We have a morning meeting each day from 8:30 - 8:45 in which we discuss current observations of mutual students across campus who may be having social, emotional, or behavioral issues, as well as

academic issues in their classes. Our teachers are directed to utilize strategies and methods that are effective on other classrooms.

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

The following strategies will be used by Silver River Mentoring and Instruction to recruit and retain highly qualified, effective teachers:

1. Principal Allan Nieb will provide staff development to current teachers.
2. Executive Director Mike Nebesnyk will ensure that salaries for all teachers is comparable to that offered by the Marion County School District.
3. Executive Director Mike Nebesnyk will recruit at local colleges and provide interview work days to prospective employees.

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

Veteran teachers Lanetta Saleh and John Esbenshade will provide mentoring to Josh Howard and Elsie Alex. This mentoring will include lesson planning, class management and class structure skills.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

For each subject taught, we follow all applicable district-provided curriculum maps that have common core (Florida Standards) embedded in their structure.

Teacher's lesson plans and MBI (mastery based instruction) are surveyed by administration to ensure Florida standards are the foundation for all instruction.

#### b. Instructional Strategies

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

We use an initial assessment exam to give us a benchmark ability level across 7 measured categories including, spelling, grammar, applied mathematics, and general math. These tests help us identify lower level students who may need more remediation and assistance in their classes, as well as identify the students who may become bored with the grade level material as they are capable of more challenging work.

If a student is having difficulty attaining the proficient or advanced level on state assessments then they are given more targeted assistance on a one-on-one basis, as well as they are given any necessary intensive classes pertaining to the appropriate state required assessment.

We will provide an opportunity for credit recovery for 11th and 12th grade students both electronically and in traditional formats (pencil and paper via MBI).

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

| |
|---|
| **Strategy:** After School Program |
| **Minutes added to school year:** 0 |

NA

*Strategy Rationale*

NA

*Strategy Purpose(s)*
""

*Person(s) responsible for monitoring implementation of the strategy*

*Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*

NA

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

We support each student by providing them the most academically appropriate schedule as per their needs to become caught up on their units and work towards graduation. Students are met with in a one-on-one setting with the principal to discuss their grade history, plans for the future, and aspirations in school.

### b. College and Career Readiness

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

All students of Silver River Mentoring and Instruction will participate in a career planning course that is designed to help each student to explore different careers path and choose a career path that is personally meaningful. The Principal will inform students when Career & College Exp at Central Florida College and will work towards getting local colleges/trade schools to visit the school to speak to the students.

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

All students of Silver River Mentoring and Instruction will participate in a career planning course that is designed to help each student see the relevance between school coursework and real world application. We also have a vocational degree option through the school district that we can offer to our students who meet the criteria and show interest in this program.

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

During homeroom of each school day, students receive thirty minutes of guidance and instruction in developing their "life plans". These "life plans" assist the students in selecting a career path. Students also receive guidance on post-secondary education and funding their education along with other topics.

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

Taking advantage of the metrics tested in the PERT, ACT, and SAT and then are the best ways to improve student readiness for post secondary ventures. Remediation based on deficient areas of score break down in targeted fashion is the strategy for improving student readiness.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

**b. Data Uploads**
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

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

1 = Problem Solving Step          🔍 S123456 = Quick Key

## Strategic Goals Summary

**G1.**    If teachers are provided staff development on differentiating classroom instruction with increased opportunities for collaboration and planning, then student achievement will increases across all grade levels and content areas as measured by State assessments.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If teachers are provided staff development on differentiating classroom instruction with increased opportunities for collaboration and planning, then student achievement will increases across all grade levels and content areas as measured by State assessments. `1a`

🔑 G087350

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| 4-Year Grad Rate (Standard Diploma) | 100.0 |

## Targeted Barriers to Achieving the Goal `3`

- Servicing at-risk, low-achieving students.

- Poor student attendance/grades.

## Resources Available to Help Reduce or Eliminate the Barriers `2`

- Drop-out prevention specialists.

- On-site counselors.

- At-risk specialists

- Teachers

- Parents

## Plan to Monitor Progress Toward G1. `8`

Grades, classroom test scores, behavior logs, progress monitoring charts, individual student Behavior Intervention Plans (BIPs), and attendance record keeping.

### Person Responsible
Allan Nieb

### Schedule
Daily, from 8/10/2016 to 5/25/2017

### *Evidence of Completion*
FSA Scores, FCAT 2.0, EOC Scores, grades, classroom test scores, attendance reports, IEP progress reports, behavior goal completion, and attendance records.

## Action Plan for Improvement

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

### Problem Solving Key

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

[1] = Problem Solving Step          🔑 S123456 = Quick Key

**G1.** If teachers are provided staff development on differentiating classroom instruction with increased opportunities for collaboration and planning, then student achievement will increases across all grade levels and content areas as measured by State assessments. [1]

🔑 G087350

**G1.B2** Servicing at-risk, low-achieving students. [2]

🔑 B232136

**G1.B2.S1** We are going to target specific criteria (Reading and math proficiency) on state assessments and credit deficiency. [4]

🔑 S244988

### Strategy Rationale

To use the information from previous assessments to organize classroom instruction for the purposes of differentiation for all students.

### Action Step 1 [5]

We will review student cumulative folders and assessment results and grade histories in selected content areas.

**Person Responsible**

Allan Nieb

**Schedule**

Weekly, from 8/10/2016 to 5/25/2017

***Evidence of Completion***

Student schedules, test results.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** `6`

We will monitor student schedules, credit completion, and classroom test scores.

### Person Responsible

Allan Nieb

### Schedule

Weekly, from 8/10/2016 to 5/25/2017

### *Evidence of Completion*

We will monitor student grades, credit allocation, and teacher conferences and faculty meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** `7`

School administrators will conduct classroom walk-throughs and observations to monitor student participation and achievement.

### Person Responsible

Allan Nieb

### Schedule

Daily, from 8/10/2016 to 5/25/2017

### *Evidence of Completion*

Lesson plans, IEP's, 504 plans, individual student behavior plans, classroom test scores, and grades.

**G1.B4** Poor student attendance/grades. 2

🔑 B232138

**G1.B4.S1** As a school staff we will utilize a system of attendance strategies such as attendance calls for students who miss 3 (three) or more days to increase student participation and achievement. 4

🔑 S244989

### Strategy Rationale

We want to increase the amount of instructional time for each student.

### Action Step 1  5

We will monitor daily attendance records for all students and make parent/guardian contact phone calls to parents.

#### Person Responsible

Allan Nieb

#### Schedule

Daily, from 8/10/2016 to 5/25/2017

#### *Evidence of Completion*

We will produce attendance records and confirm parent/guardian contact phone calls and e-mails were made to parent/guardian.

### Plan to Monitor Fidelity of Implementation of G1.B4.S1  6

We will maintain accurate attendance records and we will consistently make initial and follow up contact with parent/guardians.

#### Person Responsible

Allan Nieb

#### Schedule

Daily, from 8/10/2016 to 5/25/2017

#### *Evidence of Completion*

Call logs (faculty and administration), parent meeting conference forms, e-mail records.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** `7`

Following through with consistent implementation and communication practices for monitoring student attendance and credit completion through progress reports and report cards.

### Person Responsible

Allan Nieb

### Schedule

Daily, from 8/10/2016 to 5/25/2017

### *Evidence of Completion*

Student attendance records, parent contact logs and meeting participation forms, and student grades.

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2017** | | | | | |
| G1.MA1 M329843 | Grades, classroom test scores, behavior logs, progress monitoring charts, individual student... | Nieb, Allan | 8/10/2016 | FSA Scores, FCAT 2.0, EOC Scores, grades, classroom test scores, attendance reports, IEP progress reports, behavior goal completion, and attendance records. | 5/25/2017 daily |
| G1.B2.S1.MA1 M329839 | School administrators will conduct classroom walk-throughs and observations to monitor student... | Nieb, Allan | 8/10/2016 | Lesson plans, IEP's, 504 plans, individual student behavior plans, classroom test scores, and grades. | 5/25/2017 daily |
| G1.B2.S1.MA1 M329840 | We will monitor student schedules, credit completion, and classroom test scores. | Nieb, Allan | 8/10/2016 | We will monitor student grades, credit allocation, and teacher conferences and faculty meetings. | 5/25/2017 weekly |
| G1.B2.S1.A1 A317176 | We will review student cumulative folders and assessment results and grade histories in selected... | Nieb, Allan | 8/10/2016 | Student schedules, test results. | 5/25/2017 weekly |
| G1.B4.S1.MA1 M329841 | Following through with consistent implementation and communication practices for monitoring student... | Nieb, Allan | 8/10/2016 | Student attendance records, parent contact logs and meeting participation forms, and student grades. | 5/25/2017 daily |
| G1.B4.S1.MA1 M329842 | We will maintain accurate attendance records and we will consistently make initial and follow up... | Nieb, Allan | 8/10/2016 | Call logs (faculty and administration), parent meeting conference forms, e-mail records. | 5/25/2017 daily |
| G1.B4.S1.A1 A317177 | We will monitor daily attendance records for all students and make parent/guardian contact phone... | Nieb, Allan | 8/10/2016 | We will produce attendance records and confirm parent/guardian contact phone calls and e-mails were made to parent/ guardian. | 5/25/2017 daily |

# V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If teachers are provided staff development on differentiating classroom instruction with increased opportunities for collaboration and planning, then student achievement will increases across all grade levels and content areas as measured by State assessments.

**G1.B2** Servicing at-risk, low-achieving students.

**G1.B2.S1** We are going to target specific criteria (Reading and math proficiency) on state assessments and credit deficiency.

### PD Opportunity 1

We will review student cumulative folders and assessment results and grade histories in selected content areas.

#### Facilitator

School District Professional Development Specialist

#### Participants

Administrators and Faculty

#### Schedule

Weekly, from 8/10/2016 to 5/25/2017

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

| 1 | G1.B2.S1.A1 | We will review student cumulative folders and assessment results and grade histories in selected content areas. | | | | $40,923.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6100 | 100-Salaries | 9618 - Silver River Mentoring And Instruction | | 3.0 | $40,923.00 |
| | | | *Notes: Drop-out prevention specialist (1) At-risk specialist (2)* | | | |
| 2 | G1.B4.S1.A1 | We will monitor daily attendance records for all students and make parent/guardian contact phone calls to parents. | | | | $0.00 |
| | | | | | Total: | $40,923.00 |