Marion County Public Schools

Silver River Mentoring And Instruction

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	70%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

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

Duties

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

Mike Nebesnyk
Budget
Staffing Plan
Capital expenditures
Liability Mitigation

Allan Nieb
As the instructional leader of our program, it is the Principal's function to model and coach effective classroom instruction and behavior modification techniques.

Roles:
Curriculum Administration
Guidance and Testing oversight
ESE/504 oversight
Discipline oversight

Responsibilities:
Ensure the campus is a safe place to attend
Support our staff
Hold high expectations for staff and students

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	29	0	0	0	0	29

Date this data was collected
Wednesday 8/22/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - 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	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

8th Grade iReady Math Proficiency - 41%. This was our first year using iReady.

Which data component showed the greatest decline from prior year?

All of our data indicated improvements were made. There were no declining statistics.

Which data component had the biggest gap when compared to the state average?

Math Proficiency on Alg. EOC exam - 14%
State - 61%

Which data component showed the most improvement? Is this a trend?

Reading (FSA ELA Data compared to 16-17) 7% - 14%

Describe the actions or changes that led to the improvement in this area.

Greater focus on FSA preparedness and deficiency driven instruction based on iReady diagnostic piece.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	44%	56%	0%	42%	52%
ELA Learning Gains	0%	48%	53%	0%	40%	46%
ELA Lowest 25th Percentile	0%	37%	44%	0%	30%	38%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	0%	44%	51%	0%	37%	43%
Math Learning Gains	0%	42%	48%	0%	35%	39%
Math Lowest 25th Percentile	0%	31%	45%	0%	32%	38%
Science Achievement	0%	60%	67%	0%	63%	65%
Social Studies Achievement	0%	67%	71%	0%	65%	69%

EWS Indicators as Input Earlier in the Survey

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	13%	44%	-31%	52%	-39%
	2017	7%	44%	-37%	52%	-45%
Same Grade Comparison		6%				
Cohort Comparison						
07	2018	4%	43%	-39%	51%	-47%
	2017	0%	42%	-42%	52%	-52%
Same Grade Comparison		4%				
Cohort Comparison		-3%				
08	2018	15%	49%	-34%	58%	-43%
	2017	9%	48%	-39%	55%	-46%
Same Grade Comparison		6%				
Cohort Comparison		15%				
09	2018	0%	46%	-46%	53%	-53%
	2017	6%	46%	-40%	52%	-46%
Same Grade Comparison		-6%				
Cohort Comparison		-9%				
10	2018	8%	46%	-38%	53%	-45%
	2017	20%	43%	-23%	50%	-30%
Same Grade Comparison		-12%				
Cohort Comparison		2%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
06	2018	12%	42%	-30%	52%	-40%	
	2017	0%	37%	-37%	51%	-51%	
Same Grade Comparison		12%					
Cohort Comparison							
07	2018	7%	49%	-42%	54%	-47%	
	2017	0%	47%	-47%	53%	-53%	
Same Grade Comparison		7%					
Cohort Comparison		7%					
08	2018	0%	43%	-43%	45%	-45%	
	2017	2%	43%	-41%	46%	-44%	
Same Grade Comparison		-2%					
Cohort Comparison		0%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	8%	46%	-38%	50%	-42%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	11%	61%	-50%	65%	-54%
2017	0%	61%	-61%	63%	-63%
Compare		11%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	11%	64%	-53%	71%	-60%
2017	0%	64%	-64%	69%	-69%
Compare		11%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	8%	69%	-61%	68%	-60%
2017	0%	71%	-71%	67%	-67%
Compare		8%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	62%	-62%
2017	0%	53%	-53%	60%	-60%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	54%	-54%	56%	-56%
2017	8%	48%	-40%	53%	-45%
Compare		-8%			

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Attendance
Rationale	Improve average daily attendance by providing incentives for students to come to school (perfect attendance rewards monthly) and overall class attendance percentage (Bi-Weekly), Attendance is crucial for students to be successful in school.
Intended Outcome	By providing students tangible, consumable rewards, average daily attendance rate will improve from 89% to 95%. When students are in school, their performance on state assessments will improve. Total number of units/credits earned will improve from 419 to 600 by the increased focus on attendance.
Point Person	Allan Nieb (allan.nieb@marion.k12.fl.us)
Action Step	
Description	Through administrative planning meeting and plus/delta data from previous school years, this attendance program was designed. Incentive plan for student attendance will be outlined and explained to all students via their homeroom teachers. Administration will track attendance data and organize reward distribution for selected students/classes.
Person Responsible	Allan Nieb (allan.nieb@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Daily and weekly review of attendance data to isolate student specific issues with consistent truancy issues. We will make individual attendance calls as well as push out Skyalert attendance notifications. With the assistance of our school social worker and our drop out prevention specialist, we will be able to identify targeted reasons why students are not attending regularly.
Person Responsible	Allan Nieb (allan.nieb@marion.k12.fl.us)

Activity #2	
Title	Academic Proficiency Improvements
Rationale	For our students to successfully transition back to their base school of enrollment, they need to be as academically ready as possible. The global metric for measuring proficiency is each student's achievement level on state assessments.
Intended Outcome	If in ELA/READING and MATHEMATICS, diagnostic testing data and student specific learning gains are targeted across grades 6-12, then our percentage of students proficient on applicable grade level standardized tests. 6th Grade ELA - Improve proficiency percentages to 50% from 7% 6th Grade Math - Improve proficiency percentages to 50% from 2% 7th Grade ELA - Improve proficiency percentages to 50% from 8% 8th Grade Math - Improve proficiency percentages to 50% from 2% 9th Grade ELA - Improve proficiency percentages to 50% from 7% 10th Grade Alg. - Improve proficiency percentages to 50% from 14% 10th Grade ELA - Improve proficiency percentages to 50% from 14%
Point Person	Allan Nieb (allan.nieb@marion.k12.fl.us)

Action Step	
Description	Via the purchased Toolbox from iReady that our program has funded independently from the district, we will use the diagnostic results to custom tailor specific MATH and READING instruction to improve student achievement as it relates to targeted state standards. Both our Math and Reading teachers will review student specific iReady data weekly.
Person Responsible	Allan Nieb (allan.nieb@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Review iReady diagnostic test results and effectiveness of Toolbox curriculum as a supplement to the regular curriculum utilized by Marion County School. We will review iReady data monthly. iReady data will be examined after diagnostic tests have been completed for both Reading and Math for 6-8 grades. For 9-12, iReady math data will be used to assess areas of remediation for Alg. 1 EOC test preparations. The iReady toolkits will be utilized for 6-8 grades for specific, targeted instruction to improve proficiency.
Person Responsible	Allan Nieb (allan.nieb@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Silver River Mentoring and Instruction will hold the following parent/guardian involvement activities:
1. New and returning student orientation
2. Open House
3. Monthly News Letter
4. Parent/Teacher Conferences
5. Parent and Teacher and Admin phone conversations
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.

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

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 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.

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. Transition specialist with district assists with communicating to base schools when students are returning to base.

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.

Our meetings are bi-weekly.

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.

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.

Part V: Budget

Total:	**$0.00**