Silver River Mentoring And Instruction

2019-20 Schoolwide Improvement Plan

Table of Contents

Silver River Mentoring And Instruction

2500 SE 44TH CT, Ocala, FL 34471

[no web address on file]

Demographics

Principal: Arick Howard

Start Date for this Principal: 8/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

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)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	%

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

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	Job Duties and Responsibilities
Nebesnyk, Mike	Other	Oversight of financial and operational procedures for our campus with direction from our board of directors.
Nieb, Allan	Principal	Oversight of all academic and behavioral and transportation procedures, school safety plan, teacher trainings and instructional leadership. Accountable for all campus wide decisions and outcomes.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	22	66	14	21	30	24	177
Attendance below 90 percent	0	0	0	0	0	0	0	9	29	4	6	7	6	61
One or more suspensions	0	0	0	0	0	0	0	0	4	0	0	0	0	4
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	14	40	7	9	14	14	98

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with 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	39	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	5	0	0	0	0	5

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - As Reported

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

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

Prior Year - Updated

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

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	46%	56%	0%	43%	53%
ELA Learning Gains	0%	48%	51%	0%	46%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	40%	41%
Math Achievement	0%	40%	51%	0%	37%	49%
Math Learning Gains	0%	43%	48%	0%	38%	44%
Math Lowest 25th Percentile	0%	37%	45%	0%	37%	39%
Science Achievement	0%	61%	68%	0%	59%	65%
Social Studies Achievement	0%	71%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	22 (0)	66 (0)	14 (0)	21 (0)	30 (0)	24 (0)	177 (0)
Attendance below 90 percent	0 (0)	9 (0)	29 (0)	4 (0)	6 (0)	7 (0)	6 (0)	61 (0)
One or more suspensions	0 (0)	0 (0)	4 (0)	0 (0)	0 (0)	0 (0)	0 (0)	4 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	14 (0)	40 (0)	7 (0)	9 (0)	14 (0)	14 (0)	98 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	45%	-45%	54%	-54%
	2018	13%	44%	-31%	52%	-39%
Same Grade Comparison		-13%				
Cohort Comparison						
07	2019	3%	46%	-43%	52%	-49%
	2018	4%	43%	-39%	51%	-47%
Same Grade Comparison		-1%				
Cohort Comparison		-10%				
08	2019	9%	50%	-41%	56%	-47%
	2018	15%	49%	-34%	58%	-43%
Same Grade Comparison		-6%				
Cohort Comparison		5%				
09	2019	20%	50%	-30%	55%	-35%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	46%	-46%	53%	-53%
Same Grade Comparison		20%				
Cohort Comparison		5%				
10	2019	10%	46%	-36%	53%	-43%
	2018	8%	46%	-38%	53%	-45%
Same Grade Comparison		2%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	11%	46%	-35%	55%	-44%
	2018	12%	42%	-30%	52%	-40%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	0%	49%	-49%	54%	-54%
	2018	7%	49%	-42%	54%	-47%
Same Grade Comparison		-7%				
Cohort Comparison		-12%				
08	2019	6%	41%	-35%	46%	-40%
	2018	0%	43%	-43%	45%	-45%
Same Grade Comparison		6%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	11%	44%	-33%	48%	-37%
	2018	8%	46%	-38%	50%	-42%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	64%	-59%	67%	-62%
2018	11%	61%	-50%	65%	-54%
Compare		-6%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	65%	-60%	71%	-66%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	11%	64%	-53%	71%	-60%
Compare		-6%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	70%	-47%	70%	-47%
2018	8%	69%	-61%	68%	-60%
Compare		15%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	54%	-24%	61%	-31%
2018	0%	57%	-57%	62%	-62%
Compare		30%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	6%	51%	-45%	57%	-51%
2018	0%	54%	-54%	56%	-56%
Compare		6%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK		18								18	
HSP					10						
WHT											
FRL	7	13		4	9		9	10		15	
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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	7
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	47
Total Components for the Federal Index	7
Percent Tested	60%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	12
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	5

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Our FSA Math scores were the most significantly low data component.

The factor that most affects math performance on the FSA assessment is prior knowledge relating to the math skills that are necessary to earn a proficient score
Other factors would be self-confidence in math ability, text anxiety, and previous instructional pitfalls in mathematics.

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

ELA Reading proficiency for the 10th grade FSA ELA.
1. Historically our high school population is the most challenging to influence as it relates to student

achievement.

2. Attendance rates for this testing subgroup are lower than the school average, thus if and when they miss school on a testing date, they miss the assessment which results in a non-scored test.

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

NA

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

NA

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The information from the EWS that is most concerning is the continued struggle with low achievement scores on state assessments, particularly the number of level 1 scores.

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

1. Improve student attendance
2. Improve student performance on state assessments
3. Improve recidivism rate of NON recommended students
4. Improve parent participation in school based events
5. Improve our graduation rate of 12th grade students enrolled in our program for the duration of their senior year.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improving Daily Attendance Rate
Rationale	We cannot positively impact student behavior, academics, mental health, and their overall well being unless they are in school consistently.
State the measurable outcome the school plans to achieve	If SRMI implements a program to increase student attendance, then the attendance rate will increase from 87% to 95% for the 2019-2020 school year and the federal index will increase for the following subgroups: Black/African American students will increase from 12% to 15%, Hispanic students from 5% to 8%, white students from 0% to 3% and economically disadvantaged students from 10% to 13%.
Person responsible for monitoring outcome	Allan Nieb (allan.nieb@marion.k12.fl.us)
Evidence-based Strategy	We will employ several tangible reward metrics to incentive attendance for all grade levels (7 - 12). 1. Monthly attendance drawing for 'perfect' attendance, medical notes and court notes accepted (Individual). 2. Weekly attendance reward for perfect attendance Monday - Friday (individual). 3. Quarterly attendance reward for highest attendance rate - an off campus trip (class attendance rate).
Rationale for Evidence-based Strategy	School attendance must correlate with a significant level of relevancy for our population. Our students inherently do not, on a macro level, come to school for the sole purpose of the value of the education. Therefore we must be creative with giving our students the feeling that there is more beneficial reasons for them to attend daily.
Action Step	
Description	1. Cultivate and maintain a campus-wide buy in centered around the importance of attendance for all students. 2. Budget the funds necessary for all planned rewards and events. 3. Schedule appropriate trips ahead of time with vendors and businesses who we will be visiting with our students. 4. Explain the rewards and incentives to all stake holders via alert now, mailings, posters, word of mouth. 5. Execute with consistency and fidelity.
Person Responsible	Allan Nieb (allan.nieb@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will continuously enforce all school wide rules, expectations, and academic supports for all students by building scaffolding around each student to help them discover their own goals intrinsically.

By communicating with our partners at the district such as school principals, deans, etc, we will further the understanding of what it takes for a student to leave our program with a recommendation (90%

attendance, C average in all classes, no behavior issues) that they will exponentially increase their chances of remaining on their base school campus.

By improving communication with parents, guardians and stakeholders we will increase parent participation at our open house by 200% (from 12 families to 36). Our efforts to increase parent involvement center around AlertNow, posters, verbal reminders, individual phone calls, etc.

Our graduation rate for 18-19 was... Our goal is to increase it to 100% by rigorously supporting our seniors through in depth credit consultations, preparing them for state testing, facilitating concordant score(s) re-take efforts, and involving the student's families in the process as well.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improving Daily Attendance Rate	$0.00
		Total:	$0.00