

2013-2014 SCHOOL IMPROVEMENT PLAN

Silver River Mentoring And Instruction

2500 SE 44TH CT
Ocala, FL 34471
352-694-0191

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Silver River Mentoring And Instruction

Principal

Heather Nieb

School Advisory Council chair

David Young Jr.

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michael Nebesnyk	Executive Director
Heather Nieb	Principal
Kendell Vernon	Fast Track Dean
Gregory Vandeventer	Behavior Dean
Daniel Slayton	TECH Director

District-Level Information

District

Marion

Superintendent

Mr. George D Tomy

Date of school board approval of SIP

11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

David Young, Chairman
 Dan Wray, Vice Chairman
 Patrick Moses, Treasurer
 Wayne Tutt, Officer
 Rose Marzella, Officer
 Chip Wildy, Officer
 Dr. Donald Hunt, Officer
 Gary Simons, Officer

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The School Advisory Council will hold monthly meetings and hold fundraising events to provide more resources for the students of Silver River Mentoring and Instruction. If funding became available, the SAC would use the funds to operate an after-school tutoring program for all students.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Heather Nieb

Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Heather Nieb holds a B.A. in Business Administration from the University of Florida and a Master's degree in Educational Leadership from American College of Education.

Performance Record

SRMI is not a Differentiated Accountability School so a school grade cannot be provided.
 SY2011-2012
 FCAT data - Reading-scoring at or above a level 3= 15%, learning gains= 24%, & lowest 25th percentile= 24%. Mathematics-scoring at or above a level 3= 6%, learning gains= 17%, & lowest 25th percentile= 17%. Science-scoring at or above a level 3= 4%. Biology-scoring at or above a level 3= 0%
 Algebra 1-scoring at or above a level 3= 33%
 Geometry-scoring at or above a level 3= 0%
 SY2012-2013
 FCAT data - Reading-scoring at or above a level 3= 14%, learning gains= 28%, & lowest 25th percentile= 28%. Mathematics-scoring at or above a level 3= 5%, learning gains= 21%, & lowest 25th percentile= 21%. Science-scoring at or above a level 3= 6%. Biology-scoring at or above a level 3= 31%
 Algebra 1-scoring at or above a level 3= 11%
 Geometry-scoring at or above a level 3= 11%

Classroom Teachers

of classroom teachers

6

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

83%

certified in-field

5, 83%

ESOL endorsed

2, 33%

reading endorsed

1, 17%

with advanced degrees

1, 17%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

3, 50%

with 6-14 years of experience

2, 33%

with 15 or more years of experience

1, 17%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

1. Principal Heather 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Veteran teacher Debra Wilfong, who has over ten years of teaching experience, will provide mentoring to Darren Sbraga. This mentoring will include lesson planning, class management and class structure skills.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The system is place to monitor the fidelity of Silver River Mentoring and Instruction MTSS and SIP are observation, data collection, and desired outcomes.

Observation includes camera surveillance of each classroom, bus rides, the simple observation of how students behave during the course of the school day.

Data collection includes test scores, pre/post testing, grades and grade point averages, attendance rates, number of behavior referrals, and number of students who participate in and complete certain program guidelines including counseling components.

Silver River Mentoring and Instruction monitors desired outcome completion using diplomas, test scores, life plan completion, individual goal completion, and the number of student who return to public school without a referral back to Silver River Mentoring and Instruction.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Silver River Mentoring and Instruction's data sources are TABE testing (Benchmark Assessment) and our management system is classroom observations. Silver River Mentoring and Instruction uses mastery based instruction to ensure that core, supplemental and intensive supports in Reading, Mathematics, Science and Writing are met by each student with a mastery level of 80% or higher.

Silver River Mentoring and Instruction utilizes an automated attendance call system to notify each parent/guardian if their student is absent from school. We also use social work services to contact families of truant students. Parent conferences are scheduled for chronic truants and Saturday school is used to discourage absenteeism.

Silver River Mentoring and Instruction's behavior modification system rewards desired behaviors using SMART money, field trips, special rewards and faster completion of the program. Negative behaviors trigger a system of responses including after school detention, Saturday school, parent contact, parent conferences, counseling with an outside provider or the beginning of the Exceptional Student Education referral for evaluation.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The main part of the plan to help support the MTSS for our staff is training. Silver River Mentoring and Instruction staff are trained in our behavior modification system and are monitored daily on execution. Morning meetings are conducted to discuss issues in implementing our system and to monitor student

progress. Parents/Guardians are notified of our system during the orientation process in an individual or small group setting. During the orientation process staff discusses desired outcomes, program rules, requirements and possible exit dates based upon performance and necessary changes in students ability. Parents are notified if student progress is not at desired level and more services are required to achieve desired student outcomes.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Mike Nebesnyk	Executive Director
Heather Nieb	Principal
Meagan Merriweather	Reading Teacher
Debra Wilfong	Middle School Teacher

How the school-based LLT functions

The LLT will meet monthly. The LLT functions are to identify and collaborate on school-wide staff development, departmental staff development, as well as student lessons and activities to increase students' learning capacity, reading skills and improve academic achievement.

Major initiatives of the LLT

The major initiative of the LLT for the 2013-2014 school year is to ensure that school-wide staff development needs are met to increase student learning as well as academic achievement.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

To ensure that literacy strategies are the responsibility of all content area teachers, the Principal will conduct classroom inspections, provide monthly professional development (as needed), require teachers to attend weekly meetings, review lesson plans and collect data on all students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	25%	14%	No	33%
American Indian				
Asian				
Black/African American	21%	11%	No	29%
Hispanic				
White	31%	22%	No	38%
English language learners				
Students with disabilities				
Economically disadvantaged	28%	14%	No	35%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	13%	20%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	37	31%	35%
Students in lowest 25% making learning gains (FCAT 2.0)	37	31%	35%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		10%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	<i>[data excluded for privacy reasons]</i>		12%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	22%	5%	No	30%
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	20%	5%	No	28%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		10%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	20	21%	30%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	21%	30%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	48	43%	0%
Middle school performance on high school EOC and industry certifications	[data excluded for privacy reasons]		0%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	22%	11%	No	30%
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	20%	11%	No	28%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	10%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	11%	16%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	4%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	16%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	5%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		11%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	75		100
Participation in STEM-related experiences provided for students	151	50%	55%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	78	50%	45%
Students who fail a mathematics course	20	13%	10%
Students who fail an English Language Arts course	13	8%	5%
Students who fail two or more courses in any subject	20	13%	10%
Students who receive two or more behavior referrals	56	36%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	56	36%	33%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	47	31%	28%
Students in ninth grade with one or more absences within the first 20 days	7	41%	50%
Students in ninth grade who fail two or more courses in any subject	11	36%	30%
Students with grade point average less than 2.0	166	54%	50%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	25	17%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	25	17%	15%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	25	13%	10%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement at all activities	135	43%	50%

Goals Summary

- G1.** The number of parents/guardians actively involved in school activities will increase.
- G2.** To increase the total number of students at or above a Level 3 on Reading FCAT 2.0 by 19%.
- G3.** Decrease students who miss 10 percent or more of available instructional time by three percent for high school students and five percent for middle school students.
- G4.** Silver River Mentoring and Instruction will decrease the number of students who drop-out in the 2013-2014 school year by three percent.
- G5.** To increase the number of students who achieve at or above a score of 3.5 on the FCAT Writing by five percent.
- G6.** To increase students scoring at a Level 3 by five percent and at or above a Level 4 by 19% on the Algebra I EOC.
- G7.** Students achieving at a level 3 and at a level 4 will increase by 19% on the Geometry EOC.
- G8.** To increase the total number of students achieving a Level 3 and Level 4 by five percent on the Mathematics FCAT 2.0.
- G9.** To increase the total number of students who achieve at a Level 3 and at a Level 4 by five percent on the FCAT Middle School Science 2.0
- G10.** To increase students scoring at a Level 3 by five percent and at or above a Level 4 by four percent on the Biology I EOC.

Goals Detail

G1. The number of parents/guardians actively involved in school activities will increase.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent involvement activities to include; hold open house for all parents/guardians to attend, orientation that is required for all parents/guardians, and parent/teacher conferences.

Targeted Barriers to Achieving the Goal

- High percentage of parents/guardians in a low socioeconomic status and serving at-risk students with parents/guardians who lack involvement in their student's education.

Plan to Monitor Progress Toward the Goal

No data can be collected.

Person or Persons Responsible

N/A

Target Dates or Schedule:

N/A

Evidence of Completion:

N/A

G2. To increase the total number of students at or above a Level 3 on Reading FCAT 2.0 by 19%.

Targets Supported

Resources Available to Support the Goal

- The Reading Teacher at Silver River Mentoring and Instruction will be implementing the "Read for Real" and Read 180 curriculum for all students in grades 6-12.
- The Reading Teacher at Silver River Mentoring and Instruction will be performing monthly fluency tests on all students in grades 6-12.
- All teachers of Silver River Mentoring and Instruction will be implementing content area Reading strategies for all students in grades 6-12.
- Benchmark monitoring using the TABE assessment will be done three times during the 2013-2014 school year on all students in grades 6-12.

Targeted Barriers to Achieving the Goal

- Students lack basic reading skills, fluency, decoding and vocabulary skills.

Plan to Monitor Progress Toward the Goal

Collect the data listed in Step 7 and analyze the data. Once the data is analyzed progress will be seen or not seen.

Person or Persons Responsible

Executive Director & Principal

Target Dates or Schedule:

Mid year monitoring. If changes need to be made at that point they will be addressed.

Evidence of Completion:

TABE scores, Reading FCAT 2.0 and fluency measurements

G3. Decrease students who miss 10 percent or more of available instructional time by three percent for high school students and five percent for middle school students.

Targets Supported

- EWS - Middle School
- EWS - High School

Resources Available to Support the Goal

- Daily attendance calls, contact with parent/guardian from Homeroom teacher and social work referrals.

Targeted Barriers to Achieving the Goal

- Students who attend alternative schools generally have a dislike for academics.

Plan to Monitor Progress Toward the Goal

Quarterly attendance reports will be done to determine the percentage of students missing ten percent or more per quarter.

Person or Persons Responsible

Operations Secretary

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance reports

G4. Silver River Mentoring and Instruction will decrease the number of students who drop-out in the 2013-2014 school year by three percent.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- Transition Specialist will assist Silver River Mentoring and Instruction with students transitioning into our school
- Silver River Mentoring and Instruction will assist parents/guardians with times and dates for orientation that is convenient to their schedule. During these orientations we have allocated more staff members to assist with the orientation process.
- Silver River Mentoring and Instruction will provide more virtual school options with additional diploma options to enhance students ability to graduate on time.

Targeted Barriers to Achieving the Goal

- Students never attending orientation with their parent/guardian and unable to contact parent/guardians.
- Students referred to Silver River Mentoring and Instruction are typically lacking high school credits.

Plan to Monitor Progress Toward the Goal

The Principal and Transition Specialist will review the current enrollment list to determine what students are delinquent in attending orientation. The Principal will keep track of how many credits each student is deficient in and which of those credits are obtained while attending Silver River Mentoring and Instruction.

Person or Persons Responsible

Principal and Transition Specialist

Target Dates or Schedule:

On Going; As Needed

Evidence of Completion:

Evidence will be decrease in student dropout rate.

G5. To increase the number of students who achieve at or above a score of 3.5 on the FCAT Writing by five percent.

Targets Supported

- Writing

Resources Available to Support the Goal

- All subjects will include content area Writing. Writing portfolios will be developed by each student.

Targeted Barriers to Achieving the Goal

- Students lack basic Writing skills, use of effective transitions and using detail within the writing passage.

Plan to Monitor Progress Toward the Goal

Quarterly writing projects and student portfolios will be monitored to ensure that we are meeting the goal.

Person or Persons Responsible

Teachers, Principal

Target Dates or Schedule:

On Going

Evidence of Completion:

FCAT Writing scores

G6. To increase students scoring at a Level 3 by five percent and at or above a Level 4 by 19% on the Algebra I EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Teachers will implement the Next Generation Algebra 1 end of course exam workbook curriculum.

Targeted Barriers to Achieving the Goal

- Students are deficient in foundational math skills as indicated by the FCAT prior to enrollment into Silver River Mentoring and Instruction.

Plan to Monitor Progress Toward the Goal

Evaluating TABE test results for each student.

Person or Persons Responsible

All Teachers

Target Dates or Schedule:

On Going

Evidence of Completion:

Algebra 1 EOC Results

G7. Students achieving at a level 3 and at a level 4 will increase by 19% on the Geometry EOC.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Teachers will implement the Next Generation Geometry end of course exam workbook curriculum.

Targeted Barriers to Achieving the Goal

- Students are deficient in foundational math skills as indicated by the FCAT prior to enrollment into Silver River Mentoring and Instruction.

Plan to Monitor Progress Toward the Goal

Evaluating TABE results for each student.

Person or Persons Responsible

All Teachers

Target Dates or Schedule:

On going

Evidence of Completion:

Algebra 1 EOC results

G8. To increase the total number of students achieving a Level 3 and Level 4 by five percent on the Mathematics FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- The use of direct and explicit Mathematics instruction with all middle school students. As well as using FCAT Explorer and previous released FCAT Mathematics exams.

Targeted Barriers to Achieving the Goal

- Students are deficient in foundational Math skills as indicated by their FCAT scores prior to enrollment at Silver River Mentoring and Instruction.

Plan to Monitor Progress Toward the Goal

Evaluating TABE test results for each student.

Person or Persons Responsible

All Teachers

Target Dates or Schedule:

On going

Evidence of Completion:

Algebra 1 EOC results

G9. To increase the total number of students who achieve at a Level 3 and at a Level 4 by five percent on the FCAT Middle School Science 2.0

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- The use of direct and explicit Science instruction for all middle school students.

Targeted Barriers to Achieving the Goal

- Students lack motivation to excel and have low interest in subject matter.

Plan to Monitor Progress Toward the Goal

Science Teacher and Principal will meet to evaluate lesson plans and student MBIs to determine if Science curriculum being used is effective towards meeting the goal.

Person or Persons Responsible

Science Teacher and Principal

Target Dates or Schedule:

On going

Evidence of Completion:

FCAT Middle School 2.0

G10. To increase students scoring at a Level 3 by five percent and at or above a Level 4 by four percent on the Biology I EOC.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teachers will use the Florida EOC Biology 1 Coach for all Biology students.

Targeted Barriers to Achieving the Goal

- Student lack the motivation to excel and the interest in subject matter.

Plan to Monitor Progress Toward the Goal

Science Teacher and Principal will meet to evaluate lesson plans and student MBIs to determine if Biology curriculum being used is effective towards meeting the goal.

Person or Persons Responsible

Science Teacher and Principal

Target Dates or Schedule:

On Going

Evidence of Completion:

FCAT Biology EOC Results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The number of parents/guardians actively involved in school activities will increase.

G1.B1 High percentage of parents/guardians in a low socioeconomic status and serving at-risk students with parents/guardians who lack involvement in their student's education.

G1.B1.S1 Social work referrals will be done for students requiring assistance.

Action Step 1

The staff at Silver River Mentoring and Instruction will address any issues with the student during the morning staff meetings. If a social work referral needs to be completed this will be addressed immediately. Contact can also be made by Silver River Mentoring and Instruction to the parent/guardian regarding the issue.

Person or Persons Responsible

Teachers, Dean, Principal, Executive Director, and other applicable staff members

Target Dates or Schedule

As needed

Evidence of Completion

Social work referrals

Action Step 2

Parent/Teacher conferences will be held when the need arises at times/dates that are convenient to the parent/guardian.

Person or Persons Responsible

Principal, Teachers

Target Dates or Schedule

As Needed

Evidence of Completion

Discussions and feedback from parents/guardians at meetings.

Action Step 3

Silver River Mentoring and Instruction will require that all new students attend an orientation with their parent/guardian prior to enrollment. During the orientation the rules of the school will be addressed and the requirements of the student will be explained.

Person or Persons Responsible

Intake Coordinator

Target Dates or Schedule

Prior to new student enrollment

Evidence of Completion

Intake paperwork

Action Step 4

Silver River Mentoring and Instruction will hold an Open House for all parents/guardians to attend. During the Open House parents/guardians will have the opportunity to meet with their student's teacher to go over their progress and address any concerns. Title I information will be given out as well as information on parent involvement activities.

Person or Persons Responsible

Teacher, Principal, Executive Director

Target Dates or Schedule

Before June 2014

Evidence of Completion

Sign in sheets for Open House; Parent/Guardian feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Ensuring that the social work referral is completed in its entirety.

Person or Persons Responsible

Teacher, Principal, Dean, Executive Director, Other Applicable staff

Target Dates or Schedule

On going

Evidence of Completion

Follow up from assigned social worker.

Plan to Monitor Effectiveness of G1.B1.S1

No data will be collected. Successful implementation will increase parent involvement.

Person or Persons Responsible

Staff at Silver River Mentoring and Instruction

Target Dates or Schedule

On Going

Evidence of Completion

Increased parent involvement.

G2. To increase the total number of students at or above a Level 3 on Reading FCAT 2.0 by 19%.

G2.B1 Students lack basic reading skills, fluency, decoding and vocabulary skills.

G2.B1.S1 Implementation of Read for Real, Read 180 programs and content area Reading strategies. Perform monthly fluency tests.

Action Step 1

Implement reading programs, content area Reading strategies and perform monthly fluency tests.

Person or Persons Responsible

Reading Teacher, Principal

Target Dates or Schedule

Reading programs and content area Reading strategies will be on-going. Fluency tests will be performed monthly.

Evidence of Completion

Progress Monitoring, FCAT Reading 2.0 results, Teacher Evaluations for implementing content area Reading strategies.

Facilitator:

District Staff Development CAR/PD instructors

Participants:

All content area teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Monitor each step of the action plan along with classroom observations of the action plan.

Person or Persons Responsible

Principal

Target Dates or Schedule

On Going

Evidence of Completion

Classroom observation notes

Plan to Monitor Effectiveness of G2.B1.S1

The data that will be collected will be TABE level scores, Reading FCAT 2.0, monthly fluency tests. Successful implementation will produce increased TABE level scores, learning gains on Reading FCAT 2.0 and increased fluency. If these results are lacking then teacher coaching will be implemented by the Principal.

Person or Persons Responsible

Principal

Target Dates or Schedule

On Going

Evidence of Completion

TABE level scores, Reading FCAT 2.0 and monthly fluency tests.

G3. Decrease students who miss 10 percent or more of available instructional time by three percent for high school students and five percent for middle school students.

G3.B1 Students who attend alternative schools generally have a dislike for academics.

G3.B1.S1 Social work referrals will be done when a student receives ten or more unexcused absences in a 90-day period or when the student has five consecutive absences.

Action Step 1

Social work referrals will be done when a student receives ten or more unexcused absences in a 90-day period or when the student has five consecutive absences.

Person or Persons Responsible

Operations Secretary

Target Dates or Schedule

On Going; As Needed

Evidence of Completion

Social work referrals

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Follow up with social work services to ensure that the social work referral issue has been addressed with the parent/guardian.

Person or Persons Responsible

Operations Secretary

Target Dates or Schedule

As Needed

Evidence of Completion

Social work services contact

Plan to Monitor Effectiveness of G3.B1.S1

Attendance reports will be collected on students who have had a social work referral issued.

Person or Persons Responsible

Operations Secretary

Target Dates or Schedule

On Going; As Needed

Evidence of Completion

Attendance Reports

G3.B1.S2 Blackboard system is used to contact parents/guardians when their student is absent.

Action Step 1

The Blackboard system will be used daily on those students that are absent to inform the parent/guardian of their student's absence.

Person or Persons Responsible

Operation Secretary

Target Dates or Schedule

Daily before 12:00 p.m.

Evidence of Completion

Blackboard phone detail list; contact with parents/guardians after they receive their call.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

The Blackboard system call detail list will be reviewed to see what parents/guardians actually received the notification.

Person or Persons Responsible

Operations Secretary

Target Dates or Schedule

Weekly; as needed

Evidence of Completion

Blackboard system reports

Plan to Monitor Effectiveness of G3.B1.S2

Daily attendance reports. Successful implementation will show increases in student attendance and decreases in the number of calls made by the Blackboard system.

Person or Persons Responsible

Operations Secretary

Target Dates or Schedule

Daily

Evidence of Completion

Attendance reports; Blackboard system reports

G4. Silver River Mentoring and Instruction will decrease the number of students who drop-out in the 2013-2014 school year by three percent.

G4.B1 Students never attending orientation with their parent/guardian and unable to contact parent/guardians.

G4.B1.S1 The Transition Specialist will work with Social Work Services to obtain contact with parents/guardians to schedule a time for them to bring in their student for orientation.

Action Step 1

Transition Specialist will make contact with Social Work Services to obtain contact with parent/guardians.

Person or Persons Responsible

Transition Specialist and Social Work Services.

Target Dates or Schedule

After the student does not attend orientation. When contact has not been made with parent/guardian.

Evidence of Completion

Student and parent/guardian attend orientation.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

The Principal and Transition Specialist will review those students who have not attended orientation.

Person or Persons Responsible

Principal and Transition Specialist

Target Dates or Schedule

Weekly, every Friday.

Evidence of Completion

Social work referrals that the Transition Specialist prepares for those students who have not attended orientation.

Plan to Monitor Effectiveness of G4.B1.S1

Data that will be collected is the current enrollment list. Successful implementation will increase student enrollment.

Person or Persons Responsible

Principal

Target Dates or Schedule

On Going

Evidence of Completion

Completed student orientations on those students who have been referred and are delinquent.

G4.B2 Students referred to Silver River Mentoring and Instruction are typically lacking high school credits.

G4.B2.S1 The mastery based instruction schedule lends itself to students making up any credits that they are deficient in.

Action Step 1

Student grade history will be reviewed to determine what credits each student maybe lacking.

Person or Persons Responsible

Principal

Target Dates or Schedule

After enrollment of every student

Evidence of Completion

Student schedule

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Attend all APC and Guidance meetings held by the District and follows District progression plan as well as State graduation requirements.

Person or Persons Responsible

Principal

Target Dates or Schedule

Meetings are held monthly; Follows District progression plan daily.

Evidence of Completion

MIP points from APC/Guidance meetings. Student schedules.

Plan to Monitor Effectiveness of G4.B2.S1

Student completion of deficient credits.

Person or Persons Responsible

Principal

Target Dates or Schedule

On Going

Evidence of Completion

Student grade history

G5. To increase the number of students who achieve at or above a score of 3.5 on the FCAT Writing by five percent.

G5.B1 Students lack basic Writing skills, use of effective transitions and using detail within the writing passage.

G5.B1.S1 All Silver River Mentoring and Instruction teachers will use common-core literary standards within all core subject areas.

Action Step 1

All teachers of Silver River Mentoring and Instruction will be trained in common-core standards at the District level.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

On Going

Evidence of Completion

MIP Points; Training Sign In Sheets

Facilitator:

District

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Training attendance and classroom observations will be performed to ensure that common-core literacy standards are being implemented.

Person or Persons Responsible

Principal

Target Dates or Schedule

On Going

Evidence of Completion

Training documentation and classroom observation notes.

Plan to Monitor Effectiveness of G5.B1.S1

Student writing portfolios and quarterly writing projects will be monitored for effectiveness.

Person or Persons Responsible

Teachers, Principal

Target Dates or Schedule

On Going; Quarterly

Evidence of Completion

Writing Portfolios, Grades from Writing Projects

G6. To increase students scoring at a Level 3 by five percent and at or above a Level 4 by 19% on the Algebra I EOC.

G6.B1 Students are deficient in foundational math skills as indicated by the FCAT prior to enrollment into Silver River Mentoring and Instruction.

G6.B1.S1 TABE tests are performed on each student upon enrollment on Math computation and applied Math to determine where students are most deficient.

Action Step 1

TABE tests will be performed on each student.

Person or Persons Responsible

TECH School Director

Target Dates or Schedule

Upon enrollment

Evidence of Completion

TABE test results

Plan to Monitor Fidelity of Implementation of G6.B1.S1

An excel spreadsheet will be maintained on each student's TABE test results.

Person or Persons Responsible

Principal

Target Dates or Schedule

On Going

Evidence of Completion

Spreadsheet

Plan to Monitor Effectiveness of G6.B1.S1

Administer the TABE test to all students.

Person or Persons Responsible

TECH School Director, All Teachers

Target Dates or Schedule

Three times during the student's enrollment.

Evidence of Completion

If foundational Math skills are addressed the TABE test results will show an increase.

G7. Students achieving at a level 3 and at a level 4 will increase by 19% on the Geometry EOC.

G7.B1 Students are deficient in foundational math skills as indicated by the FCAT prior to enrollment into Silver River Mentoring and Instruction.

G7.B1.S1 TABE tests are performed on each student upon enrollment on Math computation and applied Math to determine where students are most deficient.

Action Step 1

TABE tests will be performed on each student.

Person or Persons Responsible

TECH School Director

Target Dates or Schedule

Upon enrollment

Evidence of Completion

TABE test results

Plan to Monitor Fidelity of Implementation of G7.B1.S1

An excel spreadsheet will be maintained on each student's TABE test results.

Person or Persons Responsible

Principal

Target Dates or Schedule

On going

Evidence of Completion

Spreadsheet

Plan to Monitor Effectiveness of G7.B1.S1

Administer the TABE test results for all students.

Person or Persons Responsible

TECH School Director, All Teachers

Target Dates or Schedule

Three times during the student's enrollment

Evidence of Completion

If foundational Math skills are addressed, the TABE results will show an increase.

G8. To increase the total number of students achieving a Level 3 and Level 4 by five percent on the Mathematics FCAT 2.0.

G8.B1 Students are deficient in foundational Math skills as indicated by their FCAT scores prior to enrollment at Silver River Mentoring and Instruction.

G8.B1.S1 TABE tests are performed on each student upon enrollment on Math computation and applied Math to determine where students are most deficient.

Action Step 1

TABE tests will be performed on each student.

Person or Persons Responsible

TECH School Director

Target Dates or Schedule

Upon enrollment

Evidence of Completion

TABE test results

Plan to Monitor Fidelity of Implementation of G8.B1.S1

An excel spreadsheet will be maintained on each student's TABE test results.

Person or Persons Responsible

Principal

Target Dates or Schedule

On going

Evidence of Completion

Spreadsheet

Plan to Monitor Effectiveness of G8.B1.S1

Administer the TABE test to all students.

Person or Persons Responsible

TECH School Director, All Teachers

Target Dates or Schedule

Three times during the student's enrollment.

Evidence of Completion

If foundational Math skills are addressed the TABE test results will show an increase.

G9. To increase the total number of students who achieve at a Level 3 and at a Level 4 by five percent on the FCAT Middle School Science 2.0

G9.B1 Students lack motivation to excel and have low interest in subject matter.

G9.B1.S1 All Teachers of Silver River Mentoring and Instruction will be provide a variety of hands-on and inquiry based experiences within the context of lessons to generate interest. Instruction will be scaffolded to ensure students' success.

Action Step 1

Hands-on learning will include weekly off campus Science trips to generate interest amongst the students.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Grade reports, Percentage of completed MBI and Science teacher feedback

Plan to Monitor Fidelity of Implementation of G9.B1.S1

The Science teacher will be supported in developing lesson plans and activities that encourage interest in Science.

Person or Persons Responsible

Principal

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, student involvement

Plan to Monitor Effectiveness of G9.B1.S1

Student feedback will be collected and evaluated for effectiveness. Completion of student MBIs will also be evaluated to ensure that the Science curriculum is effective.

Person or Persons Responsible

Science Teacher, Principal

Target Dates or Schedule

On going

Evidence of Completion

Grade reports, percentage of completion of MBIs

G10. To increase students scoring at a Level 3 by five percent and at or above a Level 4 by four percent on the Biology I EOC.

G10.B1 Student lack the motivation to excel and the interest in subject matter.

G10.B1.S1 Teachers will provide a variety of hands-on and inquiry based experiences within the context of lessons to generate interest. Instruction will be scaffolded to ensure student success.

Action Step 1

Hands-on learning will include weekly off campus Science trips to generate interest amongst the students. The teacher will also implement the Florida EOC Biology 1 coach workbook into the Biology 1 curriculum.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

On going

Evidence of Completion

Grade reports, percentage of completed MBIs and Science teacher feedback will be used.

Plan to Monitor Fidelity of Implementation of G10.B1.S1

The Science teacher will be supported in developing lesson plans and activities that encourage interest in Biology.

Person or Persons Responsible

Principal

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans and student involvement will be used as evidence of completion.

Plan to Monitor Effectiveness of G10.B1.S1

Student feedback will be collected and evaluated for effectiveness. Completion of student MBIs will also be evaluated to ensure that the Science curriculum is effective.

Person or Persons Responsible

Science Teacher and Principal

Target Dates or Schedule

Grade reports and percentage of completion of MBIs

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. To increase the total number of students at or above a Level 3 on Reading FCAT 2.0 by 19%.

G2.B1 Students lack basic reading skills, fluency, decoding and vocabulary skills.

G2.B1.S1 Implementation of Read for Real, Read 180 programs and content area Reading strategies. Perform monthly fluency tests.

PD Opportunity 1

Implement reading programs, content area Reading strategies and perform monthly fluency tests.

Facilitator

District Staff Development CAR/PD instructors

Participants

All content area teachers

Target Dates or Schedule

Reading programs and content area Reading strategies will be on-going. Fluency tests will be performed monthly.

Evidence of Completion

Progress Monitoring, FCAT Reading 2.0 results, Teacher Evaluations for implementing content area Reading strategies.

G5. To increase the number of students who achieve at or above a score of 3.5 on the FCAT Writing by five percent.

G5.B1 Students lack basic Writing skills, use of effective transitions and using detail within the writing passage.

G5.B1.S1 All Silver River Mentoring and Instruction teachers will use common-core literary standards within all core subject areas.

PD Opportunity 1

All teachers of Silver River Mentoring and Instruction will be trained in common-core standards at the District level.

Facilitator

District

Participants

All Teachers

Target Dates or Schedule

On Going

Evidence of Completion

MIP Points; Training Sign In Sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	To increase the total number of students at or above a Level 3 on Reading FCAT 2.0 by 19%.	\$81,838
Total		\$81,838

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I, Part D	\$81,838	\$81,838
Total	\$81,838	\$81,838

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. To increase the total number of students at or above a Level 3 on Reading FCAT 2.0 by 19%.

G2.B1 Students lack basic reading skills, fluency, decoding and vocabulary skills.

G2.B1.S1 Implementation of Read for Real, Read 180 programs and content area Reading strategies. Perform monthly fluency tests.

Action Step 1

Implement reading programs, content area Reading strategies and perform monthly fluency tests.

Resource Type

Personnel

Resource

Reimbursement for salaries and benefits for two Reading teachers.

Funding Source

Title I, Part D

Amount Needed

\$81,838