

Marion County Public Schools

Silver River Mentoring And Instruction



2020-21 Schoolwide Improvement Plan

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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: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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.

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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)	2019-20 Title I School	2019-20 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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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	Other	Oversight of financial and operational procedures for our campus with direction from our board of directors.
Jordan, Shealiah	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.

Demographic Information

Principal start date

Wednesday 7/1/2020, Arick Howard

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

8

Demographic Data

2020-21 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
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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 .	

Early Warning Systems**Current Year**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	34	82	34	40	40	12	242	
Attendance below 90 percent	0	0	0	0	0	0	0	40	36	24	35	29	17	181	
One or more suspensions	0	0	0	0	0	0	0	54	32	19	8	7	2	122	
Course failure in ELA	0	0	0	0	0	0	0	7	18	20	15	10	4	74	
Course failure in Math	0	0	0	0	0	0	0	6	21	39	20	17	6	109	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	16	0	16	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	33	27	0	60	

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	43	7	16	14	14	94

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	48	0	0	0	8	56	
Students retained two or more times	0	0	0	0	0	0	0	0	19	2	1	2	6	30	

Date this data was collected or last updated

Thursday 8/13/2020

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		
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	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	

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	

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		
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	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	

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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%
	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
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%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
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%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	12
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	5
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2

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%	2

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, test 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.

Civics- 66%- Age of student in relation to content presented. US History should be taken first to understand the concept of Civics.

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

History-15%-More differentiated instruction, more specific lecture on standard/content instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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. Transition to a Trauma-Informed Resilience School
2. Improve parent/teacher/student communication.
3. Improve student performance on state assessments
4. Improve recidivism rate of NON recommended students

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. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**Area of****Focus****Description and****Rationale:**

By understanding the impact of trauma, educators can respond to youth in ways that reduce and interrupt trauma's impact, support learning and create positive school opportunities to foster and nurture resilience where students can thrive.

Measurable Outcome:

If SRMI implements a Trauma Informed program teaching student resiliency and providing professional development to teachers acknowledging and implementing new mindset, then 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:

Shealiah Jordan (shealiah.jordan1@marion.k12.fl.us)

Evidence-based Strategy:

According to Maslow's Hierarchy of needs, when students' basic needs are taken care of they will reach improved academic mastery and success across all subgroups.

Rationale for Evidence-based Strategy:

Research indicates reduced number of student behavioral outbursts, absences, detentions, student bullying and decreased drop-out rates. Overall climate promotes the readiness to learn and improves the resilience thresholds for students to achieve maximum potential emotionally, socially and academically.

Action Steps to Implement

1. Provide professional development focused on resilience, understanding trauma as an experience, fostering connections, prioritizing social and emotional skill development, establishing safety, promoting play and breaks and believing the link between private logic and behavior. The overall goal is to invest in our students to promote intellectual learning and growth. We can mentor and support our students as we transition them into a resiliency mindset. Resiliency will change student mindset and ultimately allow them to manage trauma as well as invest academically. Investing academically will increase overall gains in the academic environment. Classroom assignment scores as well as testing achievement levels will increase.

Person**Responsible**

Shealiah Jordan (shealiah.jordan1@marion.k12.fl.us)

2. Partner with Family and Community

This year we will be reaching out to parents via telephone, letter, and the Alert Now system to join/participate in our school wide School Advisory Committee meetings. We will discuss school safety, ALICE protocols, holiday food drives and community service opportunities (per COVID). We will establish a committee including administration, staff, parents, and community representatives. Parental involvement encourages student involvement.

Person**Responsible**

Shealiah Jordan (shealiah.jordan1@marion.k12.fl.us)

3. Support and Invest in Staff

All staff members of Silver River Mentoring and Instruction will complete the Starr Commonwealth Trauma Informed Resilient Schools training. Continuing Professional Development will continue throughout the year for staff On Ten Steps to Create a Trauma-Informed School. Current staff will receive continued support regarding Mental Health Training that occurred during Pre-Planning. Social/Emotional growth and

learning/teaching resilience will be one of our priorities throughout this school year. Our new teachers will have specific orientation related to retention as well as opportunities for team teaching. We have two full-time Emotional/Social counselors on staff for student and faculty support. An employer tuition reimbursement program is in place to support staff seeking higher education.

Person Responsible Shealiah Jordan (shealiah.jordan1@marion.k12.fl.us)

4. Collect and Utilize Data

This year we will be implementing a tracking students information system that includes data for each of our enrolled students. Information included in our tracking system will include: referral count, referral behavior code/level, date/s the student/s was/were referred, the trauma/resilience referral outcome, which trauma staff interacted with the student information, and what the interaction was during the redirect. All of this will be entered into a spreadsheet. The data will be used to identify high risk students. Follow up on the student will be done to provide continued support.

Person Responsible Shealiah Jordan (shealiah.jordan1@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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) so that they will exponentially increase their chances of remaining on their base school campus. Students that do not meet the recommendation requirements can still return to their base school with a Behavior Contract in place. The student will be set up with a Transition Specialist and continue to receive support from their base school.

Not only will we improve the students ability to return to base academically, socially, and emotionally, we will also be able to send a student back with a viable RTI (Response to Intervention) established by our Trauma-Informed whole school model.

Students in the 12th grade will have an intake that will be one-on-one and specific to the student. Each student will have their current credits and GPAs reviewed. Students identified as at-risk of not graduating will have targeted interventions based on specific needs. This can result in additional tutorial services, parent conferences, restructure of differentiated instruction, etc. Students will be scheduled with appropriate courses to complete graduation requirements. Grade history and future plans will be discussed. The student will be supported throughout their senior year to progress as needed to meet graduation requirements.

At SRMI, the Drop-Out Prevention Specialist that is paid partially out of the Title 1 funds serves to provide personalized, individualized assistance to at-risk youth that need more support in classrooms using Trauma-Informed care. The Drop-Out Specialist helps students develop the emotional and academic resiliency they need to succeed not only in school, but in the community at large.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Silver River Mentoring and Instruction will hold the following parent/guardian involvement activities to encourage our parents to be engaged with the school to help involve them in improving their child's educational career and behavior:

1. New and returning student orientation
2. Open office hours for teachers daily.
3. Monthly Newsletter
4. Parent/Teacher/Student Conferences
5. Parent, Teacher and Admin phone conversations

To support the social-emotional needs of our students, our school has two on-site licensed prevention specialist counselors in addition to our staff that have been and will continue to be trained on Resilience. Our staff will have continuous communication with one another and will bring attention to children who may need additional attention. Staff will meet daily to communicate pertinent information associated with our students.

Incoming and outgoing cohorts of students are supported by providing each student with the most academically appropriate schedule as per their needs to become caught up on their units and work towards graduation. Students meet in a one-on-one setting with the principal to discuss their grade history, plans for the future, and aspirations in school. District transition specialists assist with communication to base schools when students are ready.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
			Total: \$0.00