

Citrus County Schools

Srmi @ Renaissance Center



2021-22 Ungraded Schoolwide Improvement Plan

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Srmi @ Renaissance Center

3630 W EDUCATIONAL PATH, Lecanto, FL 34461

<http://www.srmischool.com/id9.html>

Demographics

Principal: Christina Thrasher

Start Date for this Principal: 8/1/2018

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At SRMI/ Renaissance Center, our mission is to provide a positive, educational environment that empowers the at-risk youth of Citrus County.

SRMI at Renaissance Center offers a highly structured, mentor-focused, behavior modification program as an avenue for positive change and healthy decision making and emphasizes self-awareness, self-respect, and self-discipline.

SRMI staff promotes student accountability for actions and decisions made in the past, while maintaining a focus on recovery and forward thinking to achieve future goals and establish continuous growth.

Provide the school's vision statement.

The vision of SRMI at Renaissance Center is to promote the increase of life-long learners. With a focus on developing skills in problem solving, decision making, critical thinking, relationship building, and communication. SRMI students will be well prepared to function as successful learners in the classroom, as well as responsible, productive citizens within our community.

SRMI staff also recognizes the potentially high impact traumatic experiences may have on our students' emotional well-being, acquisition and mastery of life skills, academic achievement, and overall physical and mental health. Our team strives to assist at-risk students in healing from, living with, and recovering from past and even present trauma that may presently be a barrier to individual students' overall success.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Students enrolled at SRMI/ Renaissance Center are referred by Citrus County public schools for a variety of behavior violations. Students may be alternatively placed at SRMI for behavior modification purposes or because of zero tolerance infractions that have led to an expulsion. Because of SRMI's primary purpose of modifying behavior, the student population consists largely of at-risk students who typically have more than one Early Warning System indicators.

The principal goal of SRMI/ Renaissance Center is to improve student behavior and assist in smooth, successful student transitions back to district base schools. While enrolled at SRMI, students are provided educational services, mental health counseling, and behavioral supports that fit the needs of each individual student. By acknowledging past and present trauma, identifying target behaviors, and providing a safe/ secure learning environment, SRMI is able to empower students to make positive changes that will contribute to not only success while attending Renaissance, but in the years following as they navigate through the remainder of their educational career and post-secondary endeavors.

Supports provided to students to meet the mission and vision of SRMI include clinical (individual and group) therapy, positive mentors/ role models, lessons/ activities that promote both self-esteem and healthy decision making, PBIS model to promote positive behavior, behavioral interventions and data collection via progress monitoring point system, and instruction that supports critical thinking/ character development for all students.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
		<p>SRMI's Leadership Team is headed by Principal, Christina Thrasher. The team as a whole works very closely to monitor progress of each student, as well as that of the school. Mrs. Thrasher oversees this process and facilitates needs assessments, data collection and analysis, and the development of strategic plans for school improvement.</p> <p>Mrs. Thrasher supervises leadership, instructional, support, and service personnel and oversees the development and implementation of professional development, coaching, and evaluation of staff members at SRMI/ Renaissance. She provides leadership via a continuous improvement model and fosters other leaders to assist in management of the instructional process, behavior modification program, and character development at SRMI.</p>
Thrasher, Christina	Principal	<p>In addition to providing leadership for instructional and support staff and assigning duties to personnel, Principal Thrasher manages the organizational functions of the school, including facility needs, safety and security of the school campus, and supervision of all activities occurring on campus. Leadership for student disciplinary procedures/ policies and coordination of support services for students are also responsibilities of Mrs. Thrasher. As a liaison between school and community providers, Mrs. Thrasher maintains positive relationships with wraparound service providers and other stakeholders, which contribute positively to a school environment that is conducive to teaching and learning.</p> <p>Mrs. Thrasher is also responsible for maintaining a safe and secure school campus and is the first point of contact for SRMI's School Resource Officer and support service providers. In addition to the overseeing student transitions, safety drills, and various other campus activities, Mrs. Thrasher ensures that daily operations and discipline procedures are supportive of student learning and instructional goals.</p>
Lazaro, Erika	Dropout Prevention Coordinator	<p>As the Dropout Prevention Coordinator, Erika Lazaro will play a significant role in high school students' educational experience, academic success, completion of graduation requirements, and development of post-secondary/ career goals.</p> <p>The purpose of this leadership position is to oversee the high school program within SRMI @ Renaissance Center, through which Mrs. Lazaro will lead teachers and support staff in assisting students to obtain independent functioning and life skills, personal wellness, and setting/ achieving both academic and extracurricular goals. She also will ensure implementation of character development education and other interventions according to individualized 9-12 grade student plans, which includes those referred for behavioral challenges, as well as for substance use/ abuse.</p> <p>The Dropout Prevention Coordinator will also play a dynamic role in merging</p>

Name	Position Title	Job Duties and Responsibilities
		<p>instructional needs with behavioral needs to form an overall balance of appropriate interventions that are both productive and conducive to the success of all high school students at SRMI; and will work closely with other personnel to support student transition either back to base/ zoned schools, or into post-secondary experiences.</p>
Jordan, Shealiah	Other	<p>Under the direction of the Principal, the Academic Coordinator works to support teachers as they develop in their instructional practices. In addition to facilitating professional development, modeling, and mentoring of teachers, Ms. Jordan assists instructional staff in designing standards-based, differentiated lesson plans and both formative and summative assessments.</p> <p>As the coordinator of all testing, Ms. Jordan also leads in school-based, district, and state assessments, including the organization and administration to all SRMI students 4th-12th grade.</p> <p>The Academic and Testing Coordinator also works to ensure that students with disabilities and speakers of other languages are receiving proper services and accommodations in order to be successful learners in our school. This includes collaboration for, designing of, and implementation of 504 plans, Individual Education Plans, and ESOL compliance documentation.</p> <p>The Academic Coordinator is also responsible for leading teachers in progress monitoring, continuous analysis of assessment data, and identifying of student needs for interventions. Ms. Jordan assists the principal with allocating curriculum resources, selecting programs for student learning, and guiding teachers in instructional practices that support all needs of students attending SRMI at the Renaissance Center.</p>
Jameson, Lynnae	Behavior Specialist	<p>As the Behavior/ Trauma Specialist, Lynnae Jameson supervises the behavior modification and social-emotional/ mental wellness programs at SRMI/ Renaissance Center. She also oversees discipline and the progress monitoring of all behavior data and leads staff in implementing Behavior Intervention Plans for students at all Tiers of MTSS Behavior Interventions. This position is instrumental in maintaining positive behavior and is directly in charge of the PBIS program at SRMI/ Renaissance.</p> <p>Ms. Jameson leads staff in understanding and utilizing prevention strategies, character development activities, social-emotional learning, behavioral interventions, and counseling services, as needed. This position plays a dynamic role in merging instructional needs with behavioral needs to form an operational program that is conducive to the academic success of all students and successful transition back to student zoned schools.</p>

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Citrus County School District contracts with Silver River Mentoring and Instruction (SRMI) to provide educational services to alternatively placed and expelled students.

Demographic Information

Principal start date

Wednesday 8/1/2018, Christina Thrasher

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

5

Total number of teacher positions allocated to the school.

7

Total number of students enrolled at the school.

89

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	1	2	10	20	10	21	7	18	89	
Attendance below 90 percent	0	0	0	0	0	1	2	9	20	5	6	4	9	56	
One or more suspensions	0	0	0	0	0	1	2	9	14	7	20	2	8	63	
Course failure in ELA	0	0	0	0	0	1	2	2	15	1	12	1	4	38	
Course failure in Math	0	0	0	0	0	1	2	4	12	2	11	1	7	40	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	1	1	2	8	6	5	0	0	23	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	1	1	2	7	4	0	0	0	15	
Number of students with a substantial reading deficiency	0	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	1	2	10	20	9	18	2	10	72

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	2	2	8	0	0	0	4	16
Students retained two or more times	0	0	0	0	0	1	0	0	3	0	0	0	0	4

Date this data was collected or last updated

Friday 8/20/2021

2020-21 - 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	1	16	23	19	24	30	20	133
Attendance below 90 percent	0	0	0	0	0	0	1	11	20	14	15	17	15	93
One or more suspensions	0	0	0	0	0	0	1	12	19	12	11	9	9	73
Course failure in ELA	0	0	0	0	0	0	1	13	17	6	10	10	12	69
Course failure in Math	0	0	0	0	0	0	1	9	15	10	10	13	15	73
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	4	10	6	7	5	8	41
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	5	6	9	5	1	5	32

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	1	14	22	15	15	17	18	102

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	1	8	0	0	0	3	12
Students retained two or more times	0	0	0	0	0	0	0	1	5	0	1	0	1	8

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement						61%			60%
ELA Learning Gains						59%			57%
ELA Lowest 25th Percentile						54%			52%
Math Achievement						62%			61%
Math Learning Gains						59%			58%
Math Lowest 25th Percentile						52%			52%
Science Achievement						56%			57%
Social Studies Achievement						78%			77%

Grade Level Data Review - State Assessments

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
04	2021					
	2019					
Cohort Comparison						
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	52%	-52%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	55%	-55%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	4%	54%	-50%	56%	-52%
Cohort Comparison		0%				
09	2021					
	2019	0%	54%	-54%	55%	-55%
Cohort Comparison		-4%				
10	2021					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019					
Cohort Comparison						
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	49%	-49%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	13%	52%	-39%	48%	-35%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	74%	-74%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	75%	-75%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	70%	-70%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	57%	-57%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
WHT											
FRL											

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
WHT											
FRL											

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
WHT											
FRL											

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	

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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Data analysis and needs assessments following the 2019-2020 school year led to a focus on improvement in three areas. The first was to increase reading proficiency and mastery of ELA standards among secondary students at SRMI/ Renaissance Center. The second was to decrease Out of School Suspensions through a comprehensive PBIS based behavior program. The last area of focus of the 2020-2021 School Improvement Plan for SRMI/ Renaissance Center was to decrease recidivism by implementing a solid social-emotional learning venue that supports a positive learning environment.

In reviewing our progress in these areas, some complications with the data used to measure growth were identified. For example, FSA, and other state assessment scores are nonexistent for many students who did not participate due to absences, behavioral issues, or lack of motivation. Learning formats utilized as a part of our Covid-19 Innovative Learning Plans also inhibited the use of quarterly (in-person) diagnostic assessments/ monitoring of progress, which led to insufficient year-end data to accurately evaluate progress toward this goal. Additionally, the suspension data typically used as a measurement tool from Early Warning System (EWS) reports reflects a student’s entire school year, not just that of suspensions while enrolled at SRMI.

Progress Monitoring used for the low performing of ESSA subgroups (Economically Disadvantaged and White students) mostly consisted of the state assessment scores, quarterly grades, and classroom formative/ summative assessments. However, variants in student schedules and other hindrances related to Covid-19 caused barriers in collecting enough consistent and reliable data.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Overall, SRMI’s leadership team and stakeholders have agreed there is evidence of improvement in each area of focus from last year’s School Improvement Plan. However, the team also notes that school-based student data outside of the Early Warning System identifiers is relevant in making this determination. The most significant improvement area was that of a decrease in out of school suspension days, which went from 721 days in the 2018-2019 SY, to 544 during the 2019-2020 SY,

and down to only 24 Out of School Suspension days throughout the 2020-2021 SY.

Recidivism at SRMI/ Renaissance Center did also decrease from 10% in June 2020 to 9% in June of 2021, which met the measurable objective stated within the School Improvement Plan for last school year. It is the belief of the SRMI Leadership Team that this reflects a successful social-emotional learning program, although the team also feels this area is deserving of more attention again for the 2021-2022 school year. New actions, including the PBIS/ SEL focus and professional development in trauma-informed schools, will continue this year, along with new implementations and extensions to support what is already working.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The area in the greatest need of improvement remains to be English/ Language Arts standard mastery and reading growth. Data collected across school years serves as evidence of this need. Data used to base this conclusion consists of quarterly report card grades and course failures in English/ Language Arts, as well as FSA Reading scores.

The most problematic component is attendance, as the majority of SRMI students have less than a 90% attendance rate and are missing important instruction and practice on a regular basis. Last school year presented additional challenges with student attendance due to CDC guidelines for the national pandemic. It is likely we will continue to face this obstacle this school year and will need to find ways to overcome these barriers. Implementation of activities that can take place at home for practice and mastery of the new ELA B.E.S.T. Standards will be crucial to improvement in this area.

What trends emerge across grade levels, subgroups and core content areas?

The most apparent trend across grade levels and subgroups is that the majority (86%) of students enrolled at SRMI have two or more indicators in the Early Warning System. This is noteworthy because SRMI students clearly have more of a risk of dropping out of high school. Of the most common indicators among this data across grades and content areas were the high number of student suspensions, absences, and course failures.

It would stand to reason that Out of School Suspensions were given last school year to almost every SRMI student, given the purpose of our school; however, this logic does not negate the high level of concern for the negative impact these discipline infractions could potentially have on our students.

What strategies need to be implemented in order to accelerate learning?

In order to accelerate learning, SRMI teachers will need to take advantage of opportunities to teach behavioral and character content through literacy based learning in the Reading and English/ Language Arts courses. Likewise, instruction taking place in elective courses will need to strongly emphasize the new Florida B.E.S.T. Standards and include engaging activities that will help motivate students to take control of their own learning. Teaching strategies that promote a life-long interest in learning, as well as those that will support students in closing significant learning gaps from previous course failures/ frequent absences will be highly utilized this school year among SRMI instructional staff.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development opportunities for SRMI staff this school year will include additional steps in trauma-informed schools (as an extension to our 2020-2021 initiative); presentations and practices in Social Emotional Learning and Project Based Learning for increasing student engagement in the

classroom; and finally participation in Professional Learning Communities that focus on literacy and implementation of the ELA B.E.S.T. Standards.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Course failures among English/ Language Arts and Reading courses, as well as high frequency of level 1s and 2s on ELA Florida Standards Assessments among SRMI student subgroups of white, economically disadvantaged, helped to identify the critical need for a focus in the literacy content area.

In addition to analyzing the subcategories among the low reading assessment scores, the School Improvement Team carefully considered the data that was severely lacking, since many SRMI students did not participate in the Florida Standards Assessment for English Language Arts during the 2020-2021 school year. With the assistance of SRMI's Testing Coordinator, the team was able to disaggregate the testing data to understand that out of the remaining SRMI students, who were also enrolled at SRMI during the assessment window, 38% did not test due to chronic absenteeism, while 27% refused to participate due to either lack of confidence or behavioral issues. For students without state assessment scores, the team had to use quarterly course grades and school-based formative and summative assessment data.

Student learning gaps in literacy will be targeted as a result of the data reviewed. Parallel to staff efforts in closing the achievement gap will be the provision of supports that will encourage and motivate students, in turn increasing self-esteem and an innate desire to lead in one's own learning.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

80% of 4th-10th grade students enrolled at SRMI/ Renaissance Center will participate in the English/ Language Arts Florida Standards Assessment and 60% students participating will maintain or increase their score.

This school year SRMI teachers will utilize iReady Diagnostic Assessments, USA TestPrep, American Reading Company, and a multitude of classroom/ school-based formative and summative assessments throughout the school year to monitor reading progress among Renaissance students.. Data will be assessed regularly, and instructional practices for teaching ELA B.E.S.T. standards will be used.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Spiral standards across grade levels illustrate proficiency building, and previous benchmarks will be examined and applied in current grade levels. If skills aren't mastered, students will receive interventions in order to close existing gaps. Progress monitoring will be used to continuously evaluate academic strengths/ needs, mastery of skills, and advancement towards individual learning goals.

Quarterly grades for ELA and Reading courses will be utilized as a data source as well, and teacher grading guidelines will reflect mastery of grade level standards to ensure accuracy and fidelity.

Person responsible for monitoring outcome:

Shealiah Jordan (jordans@citruschools.org)

Evidence-based Strategy:

The Academic/ Testing Coordinator will oversee the literacy team, which will work together in data collection and analysis for monitoring student progress.

The team will be responsible for implementing the B.E.S.T. Standards and differentiating instruction to accommodate for all student needs. Frequent collaboration surrounding this data will take place to determine effectiveness of instruction at all levels.

Describe the evidence-based strategy being implemented for this Area of Focus.

Scaffolded instruction will serve to close gaps. Varying levels of supports will be implemented to meet all students at current levels. A variety of assessment tools will be used to obtain a true representation of student abilities, and options for demonstration of knowledge will be given to students. Rubrics and checklists will be provided to serve as guides for independently driven learning opportunities, including novel studies and project-based learning across grade levels.

American Reading Company's instructional practices will continue, but will be adapted to new standards, benchmarks, and overarching skills in ELA expectations.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to the Florida Department of Education, the B.E.S.T. Standards for English Language Arts are built on the premise that literacy is not a collection of skills, but a “rich discipline with meaningful, significant content, which helps all students actively and fully participate in our society.” This definition promotes a shift in focus from mastering skills in isolation to an emphasis on inspiring youth to become informed members of society.

The instructional framework within the American Reading Company assists in establishing student ownership of reading acquisition skills, reaching a level of engagement that will increase confidence and motivate students to regularly participate in learning activities and assessments.

Additionally, ARC classroom libraries allow for students, especially those who are economically disadvantaged to have access to a variety of genres and topics, among a wide range of levels for purposeful reading experiences.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implement a year-long professional development program that provides instructional staff with a deeper understanding of the developmental stages of learning, reading acquisition, best practices for literacy instruction, and Florida's new B.E.S.T. ELA Standards. SRMI teachers will also participate in literacy-based Professional Learning Communities, which will provide weekly opportunities for data analysis and collaborative planning.

Person Responsible Christina Thrasher (thrasherc@citrusschools.org)

2. A Literacy Leadership Team, consisting of the Principal, Academic Coordinator, Lead Teacher, ELA Teacher, and Reading Teacher will meet frequently to analyze reading data and assess progress toward individual student reading goals. This ELA core instructional team, will receive professional development that specifically addresses implementation of American Reading Company's (ARC) Leveled Assessment Framework, i-ready/ USA TestPrep and other diagnostic tools, and implementation of ELA B.E.S.T. Standards across grade levels 4-12.

Person Responsible Shealiah Jordan (jordans@citrusschools.org)

3. Teachers will receive professional development on instructional strategies for project-based learning and novel studies, which will support social-emotional learning, civic understanding, and B.E.S.T. ELA Standards. Teachers will learn to identify students' independent reading level utilizing a variety of tools, depending on student academic history, previous diagnostic assessments taken at zoned school, and will

design a learning plan consisting of targeted interventions/ enrichment. Ongoing progress monitoring of interventions will also contribute to further planning as differentiated quarterly objectives are put into place.

Person Responsible Shealiah Jordan (jordans@citruschools.org)

4. Instructional strategies including direct instruction, visual cues, continuous opportunities for practice and repetition, projects and independent studies, and differentiation of instructional techniques will all support the Gradual Release of Responsibility. This will include three stages of learning: introducing new content, reviewing content with support, and independent practice for standard mastery. Teachers will also remediate, reteach, and review material weekly, monthly, and quarterly to provide ongoing practice, support automaticity, measure progress, and identify content retained/ mastered by students.

Person Responsible Shealiah Jordan (jordans@citruschools.org)

5. As the English and Reading teachers work closely with the Academic Coordinator to design differentiated lesson plans, all other instructional staff will be kept informed of the targeted skills instruction occurring within the ELA/ Reading classrooms. To assist in this process, literacy data will remain a point of focus in weekly data meetings and will include the identification of student needs, differentiated planning, and ongoing monitoring of progress. Additionally, parents/ guardians will be informed of reading progress/ literacy standard mastery via Family Access in Skyward, emails, telephone conferences, face-to-face meetings, Problem Solving Team (PST) meetings, and Individualized Education Plan (IEP) meetings, as applicable.

Person Responsible Christina Thrasher (thrasher@citruschools.org)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Culture & Environment specifically relating to Early Warning Systems

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In reviewing EWS data, behavioral trends, and detailed accounts of student recidivism, it remains evident that students enrolled at SRMI are in need of opportunities and interventions that may not be available in traditional school settings. Additionally, an analysis of student experiences during transition to and from SRMI at the Renaissance Center has led the School Improvement Team to develop additional plans for supporting students in a multitude of learning environments across schools, as well as in family relations in a home environment.

Creating a positive culture that promotes growth and wellness in mental health and social-emotional skills is a priority for SRMI staff. In providing supports to students and families with a "whole-child" approach, it is likely that recidivism will continue to decrease and the graduation rate among the at-risk students who attend SRMI at the Renaissance Center will improve.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student recidivism at SRMI/ Renaissance Center will decrease from 9% to 8% for the 2021-2022 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students who are educated in mental-emotional health, and well-equipped with coping skills for past and present traumas are less likely to continue negative behaviors or engage in zero-tolerance offenses that might result in a second referral to SRMI at the Renaissance Center. In addition to the character development and social-emotional learning focus embedded in SRMI's program for at-risk youth, the support services provided through Impact Counseling Clinicians and the Transition Specialist will provide ongoing support and monitoring of student success once released from Renaissance Center and allowed to return to zoned schools.

Monitoring of student recidivism will take place from the beginning of the school year and will include data reflecting any returning students from the previous school year, as well as that of students who enroll after August of 2021.

**Person responsible
for monitoring
outcome:**

Christina Thrasher (thrasher@citruschools.org)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

SRMI staff will continue fostering a trauma-informed campus with social-emotional health remaining as a priority for our at-risk student population. As students participate in educational experiences that support acquisition of essential academic, social, emotional, and behavioral skills, students will develop a better understanding of the effects of trauma may impact them, and how to build resilience to Adverse Childhood Experiences (ACEs) or other damaging exposures/ stressors. Identifying avenues for personal growth and healthy decision making will also remain at the core of our social-emotional learning program, as research supports a positive connection between mental wellness and academic achievement.

With this in mind, SRMI will continue emphasizing strategies that build healthy

concepts and paths for overcoming barriers to social-emotional wellbeing. In addition, SRMI will now also employ steps for assisting students in maintaining these skills during and after the transition period back to base schools once completing SRMI's program.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The application of a Transition Specialist at SRMI/ Renaissance Center is expected to not only reduce recidivism, but improve the overall experience of students who are referred back to their zoned schools. Often students are successful within the SRMI program as a result of a highly structured learning environment, extensive mental health counseling, and positive relationships built with SRMI staff. Once a student is released it can be difficult for the student to maintain success after an abrupt loss of support and/ or lost communication among adults previously involved in the student's educational experience and personal growth. The Transition Specialist will utilize specific tools and guidelines, as well as team building practices for student success, to ensure students have a smooth transition back to base schools where necessary supports will continue for student overall achievement.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. SRMI staff will begin the school year building positive relationships with students that support mentorship and positive personal change. Using interest surveys and trauma questionnaires, the Transition Specialist and Trauma Coordinator will work together in outlining goals for every student and building a plan for meeting individual objectives. To best prepare, staff will participate in ongoing professional development that focuses on social-emotional/ mental wellness and includes strategies for teaching, redirecting, and de-escalating students. These trainings will include, but are not limited to, Youth Mental Health First Aid, Techniques for Effective Child and Adolescent Handling (TEACH), and Starr Commonwealth's Trauma-Informed Care/ Resilience-Focused Mindset courses. Trainings for staff will also be inclusive of topics such as confidentiality of students and families, effective parent involvement and best practices for attending to students who have experienced traumatic events.

Person Responsible Lynnae Jameson (jamesonl@citrusschools.org)

2. Progress monitoring for all students encompassing Early Warning System (EWS) monitoring and the use of a behavioral points and letters system will help to identify if students are meeting goals and will continue to serve as a source for identifying trends and target behaviors in need of positive replacements. From this method of data collection staff will make decisions and collaborate regarding behavioral interventions/ treatment plans, and evaluation of student growth/ enhancement.

Person Responsible Lynnae Jameson (jamesonl@citrusschools.org)

3. SRMI will continue to offer elective courses that include instruction in character development, career research, and personal growth. Critical Thinking and Problem Solving will be at the center of SRMI's behavior modification program and success in these courses, combined with behavior data, will be used to determine eligibility to return to base schools. Students will also regularly see mental health counselors and the Transition Specialist through Impact Counseling to better prepare for this adjustment. Utilizing a variety of research-based practices that build student competence and self-efficacy, SRMI staff will equip students with strategies necessary to support a healthy youth development. With a whole-child approach SRMI staff will contribute to the improvement of overall student well-being (social, emotional, and mental health) as well as academic achievement.

Person Responsible Shealiah Jordan (jordans@citrusschools.org)

4. Following return to zoned schools, SRMI's Transition Specialist will continue to meet regularly with students who have been released from Renaissance Center. Meetings with the student, new staff members at students' base schools, and parents will assist SRMI staff in evaluating student acclimation to

traditional learning environments. Continued monitoring of progress in extinguishing at-risk behaviors and unhealthy relationships will continue to be in place. Through communication with staff at the students' zoned schools, strategies can still be implemented according to specific student needs identified in previous trauma history screeners, structured interviews, document reviews, survey questionnaires, observations of students, and previous experiential behavior interventions.

Person Responsible Christina Thrasher (thrasher@citruschools.org)

5. Recidivism will be tracked throughout the year; Any students returning to SRMI/ Renaissance Center for a second time will be further evaluated for the need for more intensive interventions in academics, social-emotional and behavioral health. Interventions may include substance use/ abuse/ prevention, anger management, self-management and regulation, goal setting, decision making, personal health, violence prevention, and life planning. At this stage, a core Problem Solving Team will have already been built including administrators, teachers, licensed mental health counselors, social workers, psychologists, guidance counselors, parents, and of course the student. Through collaboration with members of the PST, students will be identified as Tier III based on at-risk behavior and early warning signs. Student will receive specific, targeted interventions through small group and one-one-one settings with on-site therapists/ counselors, teachers and support staff who will all collaborate directly with the Transition Specialist and will be monitored for identification/ tracking purposes.

Person Responsible Christina Thrasher (thrasher@citruschools.org)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Progress monitoring will take place for all students released back to base schools. The Transition Specialist will work closely with Mental Health Clinicians, Guidance Counselors, School Social Workers, Deans, Assistant Principals, Principals, Teachers, and Parents, to monitor both academic and discipline data and evaluate student needs. The Transition Specialist will also meet with previously released students regularly to assess student comfortability in new learning environments and assist in advocacy on behalf of the student.

#3. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on low state assessment scores and EWS data reflecting a significant number of course failures and retentions among students at SRMI, an action plan for increasing student engagement in learning will be implemented this school year. Analysis of variables surrounding the data that does exist, especially the high occurrence of students refusing to participate in learning activities and tests, has led to this decision. In order to encourage students to participate, it is clear students need to become more excited about the learning process as a whole and increase self-esteem/ belief in their own success.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students enrolled in SRMI will increase academic engagement across all content areas, which will result in a higher percentage of students sitting for state assessments. In addition to participation, students passing core courses while enrolled at SRMI/ Renaissance Center will increase, specifically from 57% to 75% in ELA courses, and from 55% to 75% in Math courses.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored/ assessed via 4.5 week progress reports and quarterly report card grades in Math and ELA courses. Through additional progress monitoring tools measuring standard/ benchmark mastery, such as USA Test Prep, i-Ready, ARC, and other school/ district assessments utilized throughout the school year, staff will be able to drive instruction to meet the needs of individual student and close existing achievement gaps.

Person responsible for monitoring outcome:

Christina Thrasher (thrasher@citruschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

SRMI teachers will begin implementing lesson plans for project-based learning opportunities for students. This type of learning, derived from the work of John Dewey will provide a structure through which students take ownership of research-based projects driven by their own interests. Students will be presented with a problem or question (relative to the real world) in which students will explore, research, present a hypothesis and share results/ conclusions.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing a constructivist approach, project-based learning will offer more choices and options to students so that they can participate in a more purposeful and genuine learning experiences. Since PBL is a student-driven approach to learning (facilitated by teachers), students will gain both an understanding of how to investigate and how to execute a plan for research. This experience will also increase confidence in organizational skills, interpersonal skills, and communication skills which will positively influence future academic engagement.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers and instructional support staff will participate in school-based professional development opportunities to understand the definition of project-based learning (PBL), how it differs from past instructional practices, and the evidence behind why it works for students. Staff will learn about culminations of extended study in each content area and will be challenged to plan for their first experience with PBL during the first quarter of the school year.

Person Responsible

Shealiah Jordan (jordans@citruschools.org)

2. SRMI staff will collaborate for planning and begin utilizing project-based learning opportunities for their students before the end of the first quarter of the 2021-2022 school year. Grade level standards will be incorporated in student learning and students will be carefully observed to ensure benchmarks are being met and that students are staying on course with the current learning objectives. Teachers will utilize rubrics and checklists for this purpose and students will engage in authentic learning experiences that cover content knowledge, relevance, inquiry, student choice, feedback, and reflection.

Person Responsible Shealiah Jordan (jordans@citruschools.org)

3. Staff will be required to implement two project-based learning plans in their classrooms, a minimum of one per semester. In addition to the core content area teachers use of PBL, a school-wide plan for teaching social-emotional learning, mental health topics, and character development through PBL will be rolled out for all students in grades 4-8. At the end of the school year instructional staff will participate in collaborative and reflective discussions to analyze success of PBL at SRMI schools and will accordingly begin planning for the following year's implementation for our behavior modification program.

Person Responsible Christina Thrasher (thrasher@citruschools.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Progress monitoring will take place for all students released back to base schools.

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.

SRMI/ Renaissance Center staff work diligently to create a positive culture and safe learning environment for all students enrolled. SRMI utilizes the PBIS model, trauma-informed care, and an emphasis on social-emotional/ mental health awareness in order to achieve this across the Renaissance Center campus. Embedded in our program are lessons and classroom discussions to promote positive decision making, healthy relationships, management of emotions, conflict resolution, substance use/ abuse education, goal setting, life planning, understanding/ awareness of self, coping mechanisms, and mindfulness practices.

To further support a positive culture and environment for students, staff members meet frequently (daily/ weekly) to discuss student needs and data reflecting social-emotional and behavioral growth. Student interactions with each other and with adults on campus is discussed extensively and mentors serve as both adult advocates for students and as liaisons to communicate learner experiences and needs.

The vision and mission of our school puts "kids first" and ensures shared values and norms across stakeholders. In addition, parent/ guardian participation in positive student change is crucial to the success of individual learners and SRMI's program as a whole, as it profoundly influences the culture of our school. Consistent discipline and opportunities to "do better," as well as ongoing modeling of positive behaviors and attitudes also assists staff and students in building and maintaining a positive environment.

Emphasis on praise and celebrating achievements is another key factor in maintaining a supportive and fulfilling environment for students. Learning conditions and positive relationships among staff and students illustrate value in trust, respect, and high expectations, which in turn positively influences the school culture as a whole. Additionally, the promotion of social justice and equality, coupled with zero tolerance policies for harassment and bullying, supports SRMI's strong values in this area. SRMI's program also focuses a great deal on respect for self and others, and the development of self-efficacy and reflection, helping to make SRMI campus a positive, safe, and secure learning environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders that assist in promoting a positive culture and environment at SRMI/ Renaissance Center include those that are very proximal to every day interactions, such as staff, students, parents, and volunteers; but also includes community members, school board members, contracted Mental Health Counselors, other Wrap-Around service providers, and the School Resource Officer who is on campus during all student hours.

Stakeholders play a key role in school performance and addressing equity, celebrating diversity, accepting differences, and creating a safe space for all students. Consulting with those in a stakeholder role on a regular basis is critical in both developing goals and the implementation of action steps toward achieving them. Emphasis on promoting a positive culture and environment is evident through SRMI's focus areas and school improvement goals, which has also been developed with contribution from stakeholders during the strategic planning for improvement process.

In order to inform and involve all stakeholders, and to welcome their role in addressing equity and participating in school improvement strategies, SRMI holds multiple School Advisory Counsel meetings throughout the school year. These meetings are announced via newsletters, emails, flyers, and phone calls to families and other stakeholders on a regular basis.