

Marion County Public Schools

Silver River Mentoring And Instruction



2021-22 Ungraded Schoolwide
Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
R.A.I.S.E	0
Positive Culture & Environment	0

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: 7/1/2014

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
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)	Black/African American Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: I 2017-18: I 2016-17: I
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Marion 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.

Our mission is to promote the increase of life-long learners by providing a positive, educational environment that empowers the at-risk youth of Marion and Citrus counties 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.

Our vision is that each and every student who is referred to our school is capable of returning to their base school and be behaviorally and academically successful.

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

Our population is made up of young men and women who have been removed from their public school campus' due to a Code of Conduct violation. These students require a great deal of individual and family collaboration to help strengthen their chances of success in our environment.

We provide wrap-around services on campus for students and families, including counseling for substance abuse, anger management, et. al. We also will provide tangible needed items for the student and family (clothes, food, prescription medication payments, glasses, etc.)

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
Nieb, Allan	Director	Supervise day to day operations, scheduling of students, all district related questions or concerns, mentorship of new administration, etc.
Howard, Arick	Interim Principal	Execute campus logistics, safety of all students and staff, and follow directives of Director(s).
Nebesnyk, Mike	Executive Director	Oversees all aspects of campus, budget, human resources.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Silver River Mentoring and Instruction, Inc.

Demographic Information

Principal start date

Tuesday 7/1/2014, Arick Howard

Number of teachers with professional teaching certificates?

1

Number of teachers with temporary teaching certificates?

5

Total number of teacher positions allocated to the school.

8

Total number of students enrolled at the school.

150

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

5

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

5

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	0	0	29	76	31	30	30	23	219	
Attendance below 90 percent	0	0	0	0	0	0	0	32	76	26	25	32	7	198	
One or more suspensions	0	0	0	0	0	0	0	46	50	36	28	31	12	203	
Course failure in ELA	0	0	0	0	0	0	0	30	58	22	25	25	18	178	
Course failure in Math	0	0	0	0	0	0	0	34	76	29	35	38	25	237	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	23	41	16	16	18	14	128	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	26	44	15	13	18	10	126	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	2	44	92	36	34	40	24	272	

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	50	0	0	0	14	64
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Date this data was collected or last updated

Wednesday 6/30/2021

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	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	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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					46%	56%		44%	56%
ELA Learning Gains					48%	51%		48%	53%
ELA Lowest 25th Percentile					39%	42%		37%	44%
Math Achievement					40%	51%		44%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					43%	48%		42%	48%
Math Lowest 25th Percentile					37%	45%		31%	45%
Science Achievement					61%	68%		60%	67%
Social Studies Achievement					71%	73%		67%	71%

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
06	2021					
	2019	0%	45%	-45%	54%	-54%
Cohort Comparison						
07	2021					
	2019	3%	46%	-43%	52%	-49%
Cohort Comparison		0%				
08	2021					
	2019	9%	50%	-41%	56%	-47%
Cohort Comparison		-3%				
09	2021					
	2019	20%	50%	-30%	55%	-35%
Cohort Comparison		-9%				
10	2021					
	2019	10%	46%	-36%	53%	-43%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	11%	46%	-35%	55%	-44%
Cohort Comparison						
07	2021					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		-11%				
08	2021					
	2019	6%	41%	-35%	46%	-40%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	11%	44%	-33%	48%	-37%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	64%	-59%	67%	-62%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	65%	-60%	71%	-66%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	23%	70%	-47%	70%	-47%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	54%	-24%	61%	-31%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	6%	51%	-45%	57%	-51%

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
BLK										21	
HSP										20	
WHT										24	
FRL	5	12			8					18	18

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

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	10
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	62
Total Components for the Federal Index	6
Percent Tested	51%

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	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	20
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	12
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data 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?

As a school staff, inclusive of behavior team, teachers, and administrators, we meet weekly to discuss students progress in our 3 required exit criteria (attendance, behavior, grades). The data of students in each of our subgroups (Black/African American, White, Hispanic and Economically Disadvantaged) were reviewed during these meetings and next steps were identified to encourage student success.

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

Based on ESSA subgroup and progress monitoring data, ELA and Social Studies showed the most improvement. We believe that the majority of this improvement stems from our Trauma Informed Care model that inspires self confidence, self worth, and resiliency for all students in all subgroups.

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?

Our area that has the greatest need for improvement is math. Students typically are obstinate about math because of the intimidation and anxiety it promotes. Our FSA pass rate for Algebra and Geometry is low, so bolstering confidence and student achievement on these tests is important.

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

The most obvious trend is that when attendance increases, so does progress towards course completion, and this is true across multiple subgroups and content areas.

The value of education and how relevant that education is are also crucially important.

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

To accelerate learning we must have high student engagement, meaningful relationships built on trust and mutual respect, and healthy communication with parents and guardians.

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 is site specific for our Trauma Informed Whole School model, strengthening reading and math instruction and test preparedness. For our level 1 and 2 reading and math students, they will receive intensive reading. For math specific deficiencies, we offer tutoring to all students for free.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Transition

Area of Focus Description and Rationale:

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

The rationale for this improvement planning is based on the need for our students leaving our program to be followed by our staff, who will work with the base school, the parent/guardian, but most importantly the student to help them successfully assimilate back into their base school.

Measurable Outcome:

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

By helping students transition to their base school they will remain their longer and their will be less recidivism for our recommended students. Our recommended student recidivism rate is between 7-10%. Through this transition effort, we would like to lower that number to 3-5%.

Monitoring:

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

We will do weekly checks on our students progress towards meeting our exit criteria. We will also review exit criteria every quarter based on D&F report analysis and student progress monitoring scores.

Person responsible for monitoring outcome:

Allan Nieb (allan.nieb@marion.k12.fl.us)

Evidence-based Strategy:

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

Students who are monitored throughout their placement in our program receive specific transition assistance, along with their family, before returning back to their base school. This includes frequent (bi weekly) checks on the student with their parent/guardians, base school staff, and our transition coordinator.

Rationale for Evidence-based Strategy:

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

With an effective transition plan in place, our students will have a strong support system around them to maintain positive progress upon returning to their base school.

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.

The action steps for our transition services are founded on helping all of our students return to their base school successful across behavioral and academic arenas. The most important first step is building relationships. Once a trusting, mutual relationship is established, we can help transfer that leverage into helping the student find their success story, and support them as they transition.

Monitoring of their attendance, academic progress, and behavior when they return to their base school is an essential part of our follow up efforts.

The parties responsible for implementing these Action Steps are, Allan Nieb, Wesley Fray, and Arick Howard.

Person Responsible

Allan Nieb (allan.nieb@marion.k12.fl.us)

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

Checking in on our student progress weekly and quarterly will allow us to carefully watch the progress of our students and bolster the impacts of our trauma informed model.

subgroups not meeting the 41% threshold
according to the Federal Index.

#2. DJJ Components specifically relating to Increased Attendance

Area of Focus Description and Rationale:

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

For our program to be successful, our students must be physically present in school, on our campus, daily. For our behavior modification efforts to be realized, our students must be in our building. We must increase our attendance rate across all demographics in order to have the highest level of efficacy with our students.

Measurable Outcome:

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

Our target for attendance is 95% or greater. Through increased attendance our students should have increased academic performance in reading and math. The percentage of students passing their grade level appropriate math class will increase to 70%

Monitoring:

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

Attendance is tracked daily. For habitually truant students, Social Work referrals are followed. We use tangible incentives for our students to earn by meeting our attendance criteria on a weekly basis.

Person responsible for monitoring outcome:

Arick Howard (arick.howard@marion.k12.fl.us)

Evidence-based Strategy:

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

When students are motivated by external and internal factors that promote good school attendance, they will achieve higher academic success and behavioral compliance within our district. Giving our student population tangible items that they can earn, that are desirable, and that are meaningful, promotes the students to be present at school as a vested stakeholder in their educational success.

Rationale for Evidence-based Strategy:

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

The rationale for selecting this strategy is founded in relevancy. By giving our students the opportunity to earn meaningful, tangible rewards for being in school, the result will be increased attendance and successful behavior modification and academic improvement.

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.

Our action steps must involve making tangible and non-tangible rewards relevant and meaningful to our students. We also communicate regularly with our parents and guardians about the necessity of being in school daily.

We assess attendance data on a case by case basis, as our students often have very unique situations at home that can impact their daily attendance.

Once target students are identified as being a truancy issue, we follow the social work protocol for submitting a referral and using the district's assigned social work assistant to conduct CST meetings.

There are weekly privileges earned based on attendance. These privileges are intended to increase attendance and encourage students to want to be on campus daily.

The parties responsible for our Action Plan are: Allan Nieb and Arick Howard

Person Responsible

Allan Nieb (allan.nieb@marion.k12.fl.us)

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.

This Area of Focus is related to all ESSA subgroups, as well as the overall population of our school and district.

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.

Our program rests on the ability to cultivate meaningful, trusting relationships with our students. We are smiling, happy, and excited to see our students each and every day to make them feel welcomed, encouraged, and loved.

At the foundation of our relationship driven approach is our Trauma Informed care model, which looks to identify the "why/causes" of their behavior(s) and choice(s).

Trauma informed care is focused on healing and resiliency, so that no matter how devastating the life experience was to the child/person, they can be taught, coached, influenced positively to know how to deal with their traumatic experience(s) and learn to manage its impact on their life as a student and future adult.

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

Our entire staff acts as invested, committed stakeholders that take active roles in promoting a positive culture campus wide.

Administration

1. Mr. Allan Nieb, M. Ed. - Deputy Executive Director

Oversees all staff at the site. Responsible for setting positive expectations for all staff and being the example for how we create a positive culture and environment.

2. Mr. Arick Howard, M. Ed. - Interim Principal

In charge of campus operations, logistics, discipline, and staff development. Through these and many other job duties, with a full focus on bettering our students through the culture of our program, Mr. Howard plays a crucial role in supporting our students' emotional, behavioral, and academic needs.

3. Ms. Cynthia Stokes, Lead Teacher

Responsible for instructional support for all teachers, state testing coordination, and teacher development. Through these and other job duties, Ms. Stokes plays a crucial role in supporting our students' emotional, behavioral, and academic needs.