Silver River Mentoring And Instruction

2022-23 Ungraded 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: 7/1/2014

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 being behaviorally and academically successful. Ideally, we would like to see the number of students that end up being sent back to us for another discipline infraction fall to under 10% of the total number of students recommended to return to base-schools.

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

Our school's population is unique in that it consists of students grades 7-12 that have been expelled or alternatively placed at our school due to violations of the Marion County Schools code of conduct. It also included older-than-average 8th graders that are academically deficient.

Therefore, our school makes use of supports that include immediate student access to two licensed mental health counselors that have offices on campus. We also make use of a token-economy system that ties into our behavioral modification program that allows for students to be rewarded not only for academic success, but for good behavior and acts of good character.

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		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

Total number of students enrolled at the school.
150

Total number of teacher positions allocated to the school.
8

Number of teachers with professional teaching certificates?
2

Number of teachers with temporary teaching certificates?
3

Number of teachers with ESE certification?
1

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

2022-23

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	51	103	36	58	33	29	310
Attendance below 90 percent	0	0	0	0	0	0	1	41	100	33	60	33	39	307
One or more suspensions	0	0	0	0	0	0	1	58	91	41	69	37	25	322
Course failure in ELA	0	0	0	0	0	0	0	28	80	31	55	28	23	245
Course failure in Math	0	0	0	0	0	0	1	38	113	46	64	35	17	314
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	20	41	14	26	19	4	124
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	13	29	15	35	22	2	116
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	0	1	53	108	44	74	38	34	352

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	76	0	0	0	0	76
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/30/2022

2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	23	41	16	16	18	14	128
Level 1 on 2019 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	

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		46%	51%					46%	56%
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								39%	42%
Math Achievement		38%	38%					40%	51%
Math Learning Gains								43%	48%
Math Lowest 25th Percentile								37%	45%
Science Achievement		31%	40%					61%	68%
Social Studies Achievement		41%	48%					71%	73%

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	2022					
	2019	0%	45%	-45%	54%	-54%
Cohort Comparison						
07	2022					
	2019	3%	46%	-43%	52%	-49%
Cohort Comparison		0%				
08	2022					
	2019	9%	50%	-41%	56%	-47%
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	11%	46%	-35%	55%	-44%
Cohort Comparison						
07	2022					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		-11%				
08	2022					
	2019	6%	41%	-35%	46%	-40%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	11%	44%	-33%	48%	-37%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	5%	64%	-59%	67%	-62%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	5%	65%	-60%	71%	-66%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	23%	70%	-47%	70%	-47%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	54%	-24%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	6%	51%	-45%	57%	-51%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
BLK										22	
WHT	20						30			12	
FRL	15	23		13	18		15			14	
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	

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	9
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	69
Total Components for the Federal Index	8
Percent Tested	57%

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	11
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
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%	0
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	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	16
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 related to the Areas of Focus?

Our are of focus last year was on the number of students that successfully transitioned back to their base schools after receiving a recommendation to return. This was monitored by tracking data related to the number of students that were sent back for another infraction before the end of the year.

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

The data component that showed the most improvement was the average student attendance by the end of the 2021-2022 school year. The new action that the school took was to launch a new attendance-driven reward program designed around the use of a token economy. Our attendance rose by a factor of 8% following the implementation of the new rewards/points program.

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 need of the most improvement is the passing rate of our ELA students on state assessments. This is based on the number of students that did not pass the standardized tests during the end-of-the-year testing window. For the 2022 school year, 71.91% of our students scored a Level 1 on the FSA ELA test.

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

The trend that most often tends to emerge across multiple grade levels and subgroups of the student body is lack of students using test taking strategies and a tendency for students to rush through the computer-based testing.

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

The strategies that need to be implemented in order to accelerate student learning are a focus on test-taking skills and strategies that are taught in multiple classes throughout the school year. To do this, will make use of such high yield instructional strategies as outlining and transforming and/or the setting of learning goals.

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

Teachers will be provided with training aimed to boost parent engagement as well as how to imbed test taking strategies into their day-to-day curriculum.

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%. This data will also directly link to our graduation rate. The majority of SRMI students return to their base-schools prior to graduation ; therefore, an increase in the percent of students that successfully transition back will directly correlate with a decrease in our graduation rate as more students will have successfully exited our program.
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:	Arick Howard (arick.howard@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.

Teachers and staff will be trained on the necessity of building relationships and rapport with students within the frame work of a structured school environment.

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

Instructional and behavioral staff will help students to find their strengths in the classroom and help them to develop the resilience and necessary skills needed to succeed once they make the transition back to their schools of origin.

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

We will monitor students' attendance rates as well as academic progress and behavioral trends during their time at SRMI as well as after they return to their schools of origin. Our transition specialist will then adjust their schedule accordingly and follow up with students and necessary stakeholders as needed.

Over time, we will see an increase in the number of students that successfully transition back to their base schools and remain there without being sent back.

Person Responsible	Arick Howard (arick.howard@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.	Checking in on our student progress weekly and quarterly will allow us to monitor the progress of our students and strengthen the impacts of our trauma informed model. Our measurement will include our three ESSA subgroups (Black African American, White and Economically disadvantaged) to help them make gains towards meeting the 41% threshold.

#2. Other specifically relating to 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. To do this, we will make use of the high yield instructional strategy of bolstering our behavioral intervention program to include these incentives.
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.

We will analyze last year's attendance data for the 2nd semester of the 2021-2022 school year in order to assess the overall success rate of the new attendance incentive program.

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

School leadership will meet and decide if any adjustments need to be made to the attendance reward incentives in order to increase the program's effectiveness at getting Day Program students to come to school.

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

As the 2022-2023 school year begins, 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. We review school-wide attendance on a weekly basis in order to reward points within the student reward system. Students that demonstrate abnormal amounts of of absences are then subject to parent calls and if needed, are added to our MDT list.

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

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.

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

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. Furthermore, students will earn points within the reward system on a daily basis. Personalized goals are also set for individual students that demonstrate large amount of absences.

Person Responsible   Arick Howard (arick.howard@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. Students with excessive absences will be monitored via MDT meeting to support them towards making gains to meet the 41% threshold.

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our data analysis indicates ELA as an area of focus. Many of SRMI's students come to us with very low scores in ELA; therefore, focusing on the overall student gains across all grade levels (7-12) in ELA is a critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to see a 15% increase in overall student gains across grades 7-12. These gains will be visible both in overall grades in ELA classes as well as on standardized test scores. We intend to aim for an increase from 23% of students scoring level three or higher to 38% in the 7th grade, an increase of 4% to 21% in the 8th grade, an increase from 19% to 34% in the 9th grade, and an increase of 18% to 35% in the 10th grade.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored via data disaggregation. Data pieces will include an overall list of student grades as well as achievement data from standardized tests and progress monitoring.
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.	Because many of our students are sent to us with very low academic performance data, we intend to increase the amount of scaffolding that is implemented by our ELA instructors to help bridge the gap in student performance. Furthermore we will use professional development to train our staff in how to better use B.E.S.T. standards in the classroom to facilitate learning across al grade levels. These standards include ELA.8.R.3.2: Paraphrase content from grade-level texts.(8th) ELA.9.R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. (9th) ELA.10.R.1.3: Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives. (10th ELA.11.R.1.3: Analyze the author's choices in using juxtaposition to define character perspective (11th) ELA.12.R.1.3: Evaluate the development of character perspective, including conflicting perspectives. (12th)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing on more effective means of scaffolding, we will be better able to address the often-present deficit in achievement that our students often have when they enroll with us. This scaffolding will be structured around the aforementioned B.E.S.T. standards.
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.

Implement professional development for teachers based on scaffolding B.E.S.T standards to address student learning deficits.

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

Monitor results of progress monitoring and standardized tests to address patterns and areas of need among the student body as it pertains to ELA achievement. We will make use of both performance matters as well as the data provided by individual formative assessments provided by teachers to ascertain which standards should be focused on across multiple grade levels.

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

Make use of informal class walk-throughs to better address student needs as it pertains to ELA.

Person Responsible   Arick Howard (arick.howard@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.

We will monitor student progress using a combination of data provided by performance matters for standardized tests as well data provided by formative assessments conducted by subject-area teachers. This data will help our three ESSA groups (Black/African American, White and Economically Deficient) towards meeting the 41% threshold.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

We will monitor attendance rates on a daily basis and a report will be given to the Principal. We will use this data to assess rather or not our attendance incentive program is increasing our overall daily attendance rate. From there, adjustments will be made to the program when necessary.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

We will communicate to stakeholders via the numerous SAC meetings we have throughout the year. We will also communicate this info via phone calls to parents, displaying the information on the school website as needed, and all-calls via sky-alert.

Describe how implementation will be progress monitored.

Progress monitoring will be done via assessment of a daily and weekly and attendance report. We will use this data to monitor rather or not we are seeing growth in the daily attendance rate on a week-by-week basis.

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.

Action Step	Person Responsible for Monitoring
Monitor daily attendance reports for the Day program Monday through Friday and track daily averages.	Howard, Arick, arick.howard@marion.k12.fl.us
Calculate the weekly attendance average for the Day Program based on daily attendance reports.	Howard, Arick, arick.howard@marion.k12.fl.us
Make changes to the current attendance incentive program as needed based on the data provided by the daily and weekly attendance reports.	Howard, Arick, arick.howard@marion.k12.fl.us