

Silver River Mentoring and Instruction at Renaissance Center School Improvement Plan 2018-2019

MISSION: The mission of the Silver River Mentoring & Instruction Inc. is to promote the increase of life-long learners by providing a positive, educational environment that empowers the at-risk youth of Citrus County to be responsible and productive citizens, while being supported by a community at-large that recognizes and accepts their potential.

Areas of Focus

1. **Improve Student Engagement (5D Focus)**
2. **Increase School Appropriate Behavior**
3. **Increase Student Daily Attendance**

How can we increase student engagement, ownership of learning, and motivation for improvement in order to increase achievement of students' behavior and academic goals.

	<u>Action Steps</u>		
	Strategies/Steps	Measures of Progress	
Student Engagement: Core Content Areas	<ol style="list-style-type: none"> 1. Schedule PD for student engagement strategies including project-based learning, hands on projects for all content areas, questioning to promote deeper thinking, capitalization on student strengths <ol style="list-style-type: none"> a. PD for all teachers (an administrator will attend all trainings and share with school leadership team) <ol style="list-style-type: none"> i. Establish weekly/monthly Professional Learning Community for focus on student engagement and motivation (ie. SanfordInspire.org: “Helping Students Want to Achieve”, PD360, and district/ school-based PD opportunities) ii. Establish, communicate, and implement accountability process for integrating strategies and activities that promote student ownership and involvement 	<ul style="list-style-type: none"> ● Walk-through Data <ol style="list-style-type: none"> a. Daily discussion in morning meetings b. Monthly review with Leadership Team c. Quarterly review with Staff ● Monthly review of progress monitoring and lesson plans- provide feedback ● Minutes/summary of monthly staff meetings indicating discussion of <i>proficient</i> and 	<ul style="list-style-type: none"> ● Teacher lesson plans for instruction and activities with be inclusive of strategies for increased student engagement ● Students will show growth in Mathematics and English/ Language Arts equivalent to time enrolled at SRMI (entry vs. exit level- American Reading

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	<ul style="list-style-type: none"> iii. Utilize Academic Coach by having the coach model strategies for student engagement, perceived benefit, student-teacher relationships, and elements of value b. Hold daily/ weekly discussions with teachers and staff regarding attendance, grades, behavior and other evidence of student motivation. c. Integrate project based learning and academic opportunities that promote locus of control to be held by students <p>2. Evaluate student academic and behavioral needs to optimize instruction for alternatively placed students</p> <ul style="list-style-type: none"> a. Assess teacher-student relationships and the influence they have on meeting academic needs; provide additional support personnel as needed- Target PD on inclusive practices b. Ensure all students are scheduled into classes needed for graduation track, as well as credit recovery opportunities as needed. c. Purposefully schedule students in comprehensive settings/ courses that best meet the individual needs of each student <p>3. Establish School-wide plan for Student Engagement</p> <ul style="list-style-type: none"> a. Establish non-negotiable list for all classrooms b. Define what the engagement looks like in all classrooms c. Define what engagement strategies will be used in all classrooms d. Meet informally daily and formally monthly to discuss progress of school-wide Student Engagement Plan 	<p><i>distinguished</i> student engagement indicators</p> <ul style="list-style-type: none"> ● Implementation of student checklists to guide and measure independent learning ● Relationship/ Motivation data wall 	<p>Company/ TABE math)</p> <ul style="list-style-type: none"> ● Reduction in achievement gap between students in appropriate grade level and students in need of credit/ unit recovery- students in need will recover one or more courses while attending SRMI (via PLATO) ● Students identified with “at-risk” indicators will improve academic grades in all content areas by at least one letter grade.
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	<p>4. Review the 5-D tool with a focus on the indicators associated with Student Engagement</p> <ul style="list-style-type: none">a. August-September<ul style="list-style-type: none">i. Send out email to staff introducing 5D tool and inform of focus on student engagement for the upcoming school year. Teachers can begin creating lesson plans incorporating student engagement indicators.ii. Overview of the 5D tool including framework, vision, guiding questions, and rubric for evaluationiii. Meet with teachers to discuss the tool with a focus on “proficient” and “distinguished” student engagement indicators and look-forsb. Monthly<ul style="list-style-type: none">i. Facilitate walk-throughs with a focus on student engagement indicatorsii. Discuss walk-through data, citing evidence targeting student engagement, with administration team and determine what needs to be shared with staff/departmentsiii. Staff members share out evidence of improved student engagement in their classrooms/lessons at staff meetings/department meetings, Sharing best practices of proficient and distinguished lessons. Planning for future lessons.iv. Integrate student engagement into PLCs, facilitated by Academic Coach		
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<p>Behavior Modification</p>	<ol style="list-style-type: none"> 1. Set focus for understanding student behavior and appropriate response strategies for behavior management, modification, and/or reinforcement. 2. Continue implementation of points/letter system to: <ol style="list-style-type: none"> a. Document behavior b. Identify trends, target behaviors, supports needed c. Determine mastery of behavior goals, earned rewards, and completion of program 3. Attach point system to PBIS for fluid school-wide system with clear expectations and consequences (negative and positive) of student choices and actions at school <ol style="list-style-type: none"> i. Establish guidelines for Positive Behavior Intervention and Support (PBIS)- understand tiers of behavior, students’ needs, and implementation of daily/weekly/ monthly/quarterly rewards ii. Emphasis on recovery, mindset shifts, and behavior modification (embedded in all daily activities and motivation tools) iii. Establish, communicate, and implement accountability process for integrating strategies and activities that promote positive behavior, anger management, and appropriate student interaction with peers and adults 	<ul style="list-style-type: none"> ● Behavior Data (Points/ Letters) <ol style="list-style-type: none"> a. Daily discussion in morning meetings b. Weekly review with Leadership Team c. Quarterly review with Staff ● Weekly review of behavior progress monitoring – problem solve and provide feedback ● Student Exit Interviews feedback for effectiveness of rewards and reflection of experience in program 	<ul style="list-style-type: none"> ● Schoolwide Positive Behavior Support and Intervention plan, Behavior Modification system and Individual student behavior plans (as applicable)/ are inclusive of strategies for ● 20% of students enrolled will meet program completion eligibility to return to base schools at the end of each quarter for the 2018-2019 school year
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	<p style="text-align: center;">iv. Utilize Student Support Specialist to coach and model strategies for responding to student behavior in the classroom</p> <p>4. Professional Development for all teachers and paraprofessionals (an administrator will attend all trainings and share with school leadership team) for analyzing behavior</p> <ol style="list-style-type: none"> a. Behavior Analysis b. Behavior Interventions c. Trauma Informed Care d. Conscious Discipline e. Academic ability and behavior correlation 		
<p>Attendance</p>	<ol style="list-style-type: none"> 1. Create school culture that inspires student learning and progress towards goals and increased focus and overall value on student attendance 2. Daily contact with students on campus- all staff daily. 3. Daily contact with absent students- phone contact to parent/ guardian of absent students. 4. Professional Development for staff with focus on relationships and mentorship and how to promote culture that emphasizes attendance for in-seat courses and continuous presence in online platforms for virtual classes. 	<ul style="list-style-type: none"> • Child Study Team meetings • Communication with outside agencies for support and with student services at the district level • Quarterly incentives for students with 90%, 95%, and perfect attendance 	<ul style="list-style-type: none"> • Daily attendance average $\geq 85\%$. • Weekly attendance average $\geq 85\%$. • Quarterly attendance average $\geq 85\%$.