

Citrus County Schools

Srmi @ Renaissance Center



2020-21 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

School Board Approval

This plan was approved by the Citrus County School Board on 10/13/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Thrasher, Christina	Principal	<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> <p>In addition to providing leadership for instructional and support staff, 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 wrap-around 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	Other	<p>Under the direction of the Principal, Erika Lazaro serves as the Lead Teacher at SRMI/ Renaissance Center. Mrs. Lazaro works to support teachers as they develop in their instructional practices. In addition to facilitating professional development, modeling, and mentoring of teachers, Ms. Lazaro assists instructional staff in designing standards based, differentiated lesson plans and both formative and summative assessments.</p> <p>Erika Lazaro is also responsible for leading teachers in progress monitoring, continuous analysis of assessment data, and identifying of student needs for interventions. Ms. Lazaro also assists the principal with allocating curriculum resources, selecting programs for student learning, and guiding teachers in instructional practices that</p>

Name	Title	Job Duties and Responsibilities
		support all needs of students attending SRMI at the Renaissance Center.
Pabon, Raphael	Other	As the Trauma Specialist, Raphael Pabon leads in the behavior modification and mental health/ wellness programs at SRMI/ Renaissance Center. Mr. Pabon guides staff in the implementation of prevention strategies, development of life skills/ coping strategies, behavioral interventions, counseling services. Mr. Pabon works very closely with the Licensed Mental Health Counselors and Case Managers on campus, as well as the School Resource Officer in regards to both the emotional and physical safety and security for students.
Navarro, Jessica	Other	The At-Risk Specialist, Jessica Navarro plays a dynamic role in merging instructional needs with behavioral needs to form an overall balance of appropriate interventions that are both productive and conducive to the success of all students. She also plays an intricate role in providing Character Development education and interventions according to individualized student plans. Mrs. Navarro also heads the data collection process and progress monitoring in relation to behavior and social-emotional wellness for all students.

Demographic Information

Principal start date

Wednesday 8/1/2018, Christina Thrasher

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

0

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

2

Total number of teacher positions allocated to the school

4

Demographic Data

<p align="center">2020-21 Status (per MSID File)</p>	<p align="center">Active</p>
<p align="center">School Type and Grades Served (per MSID File)</p>	<p align="center">High School 6-12</p>

Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	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 ELA assessment	0	0	0	0	0	0	1	4	10	6	7	5	8	41
Level 1 on 2019 statewide 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

Date this data was collected or last updated

Monday 8/3/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	7	19	11	9	7	18	71
Attendance below 90 percent	0	0	0	0	0	0	0	7	16	7	8	7	10	55
One or more suspensions	0	0	0	0	0	0	0	4	13	6	6	5	14	48
Course failure in ELA or Math	0	0	0	0	0	0	0	2	11	1	7	5	12	38
Level 1 on statewide assessment	0	0	0	0	0	0	0	3	13	11	7	6	13	53

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	7	19	11	9	7	18	71

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	2	12	3	4	5	9	35
Students retained two or more times	0	0	0	0	0	0	1	4	5	2	3	2	2	19

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	7	19	11	9	7	18	71
Attendance below 90 percent	0	0	0	0	0	0	0	7	16	7	8	7	10	55
One or more suspensions	0	0	0	0	0	0	0	4	13	6	6	5	14	48
Course failure in ELA or Math	0	0	0	0	0	0	0	2	11	1	7	5	12	38
Level 1 on statewide assessment	0	0	0	0	0	0	0	3	13	11	7	6	13	53

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	7	19	11	9	7	18	71

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	2	12	3	4	5	9	35
Students retained two or more times	0	0	0	0	0	0	1	4	5	2	3	2	2	19

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	0%	51%	56%
ELA Learning Gains	0%	53%	51%	0%	48%	53%
ELA Lowest 25th Percentile	0%	41%	42%	0%	38%	44%
Math Achievement	0%	56%	51%	0%	53%	51%
Math Learning Gains	0%	39%	48%	0%	48%	48%
Math Lowest 25th Percentile	0%	40%	45%	0%	42%	45%
Science Achievement	0%	80%	68%	0%	65%	67%
Social Studies Achievement	0%	79%	73%	0%	73%	71%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	52%	-52%	54%	-54%
	2018	15%	55%	-40%	52%	-37%
Same Grade Comparison		-15%				
Cohort Comparison						
07	2019	0%	55%	-55%	52%	-52%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	49%	-49%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		-15%				
08	2019	4%	54%	-50%	56%	-52%
	2018	5%	60%	-55%	58%	-53%
Same Grade Comparison		-1%				
Cohort Comparison		4%				
09	2019	0%	54%	-54%	55%	-55%
	2018	0%	52%	-52%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
10	2019	0%	54%	-54%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	51%	-51%	55%	-55%
	2018	8%	58%	-50%	52%	-44%
Same Grade Comparison		-8%				
Cohort Comparison						
07	2019	0%	62%	-62%	54%	-54%
	2018	18%	59%	-41%	54%	-36%
Same Grade Comparison		-18%				
Cohort Comparison		-8%				
08	2019	0%	49%	-49%	46%	-46%
	2018	13%	48%	-35%	45%	-32%
Same Grade Comparison		-13%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	13%	52%	-39%	48%	-35%
	2018	27%	53%	-26%	50%	-23%
Same Grade Comparison		-14%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	67%	-67%
2018	0%	61%	-61%	65%	-65%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	74%	-74%	71%	-71%
2018	25%	71%	-46%	71%	-46%
Compare		-25%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	75%	-75%	70%	-70%
2018	0%	71%	-71%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	70%	-70%	61%	-61%
2018	0%	65%	-65%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	57%	-57%
2018	0%	52%	-52%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	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%	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
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students 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
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

According to SRMI's Early Warning Systems data, Demographic Information, Florida Standard Assessment levels, and other raw academic data sources, students enrolled at SRMI are lagging in academic performance in both Mathematics and English/ Language Arts courses. Reading/ ELA continues to be the content area with the lowest performance, and it remains evident that students referred to SRMI's program continue to experience course failures, especially in literacy content areas.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

A greater percentage of students enrolled at SRMI have experienced one or more suspensions Out of School Suspensions. After reviewing additional relevant school behavior data sources, it was also discovered that during the 2019-2020 School Year, the highest occurring discipline actions assigned to students were Work Detail Assigned After School, followed by Out of School Suspensions for 5 day increments. SRMI's Leadership Team believes this is likely a result of more prevalent contraband consisting of nicotine "vapes" among the student population, which frequently resulted in the aforementioned discipline actions based on SRMI's Behavior Matrix.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

When compared to the state average, middle school grade levels are under-performing with the greatest gap in reading. Especially noteworthy of this would be our 6th graders, who are reflecting a -54%. A significant contributing factor to this is likely that the majority of students at this grade level are referred to SRMI's program at The Renaissance Center for significant behavioral issues, which almost always have a negative impact on academic performance. Along with the behavior deficits exhibited, it is common that our students have experienced traumatic events and have various needs in the areas of emotional/ mental health, which are likely to affect focus, stamina, acquisition of literacy skills, and overall academic success.

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

SRMI student data reflects improvement in recidivism. In comparison to past years, more students have remained in zoned schools after release from the SRMI program at Renaissance Center. SRMI at Renaissance is currently maintaining at an 11% recidivism rate.

Additionally, the number of students retained the same year as their enrollment at SRMI has lessened. SRMI offered students additional opportunities for credit recovery via Edmentum Courseware during the 2019-2020 school year, which is likely to have contributed to this positive change. Although there has been significant improvement in credit recoveries among students, SRMI staff continues to recognize course failures and retention as an area in need of continuous attention to promote student academic success and achievement of graduation goals.

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

SRMI's Leadership Team identified that 77% of students enrolled at SRMI in the 2019-2020 school year had two or more Early Warning indicators. Given the purpose of SRMI's program and the nature of the transient population that enroll, this is not surprising; however, it is noteworthy for purposes of data analysis and improvement planning and to better serve the at-risk student population served. This data also supports the likelihood that SRMI's population of students have experienced multiple levels of traumatic events, and the evidence is suggestive of a need for higher levels of therapy/ counseling services, more frequent case management for students and families, and additional support strategies for growth in not only academic success, but also in social, emotional, and behavioral wellness. Based on this theory, SRMI's Leadership Team believes it is imperative that an emphasis is placed on skill building to assist students in goal setting, life planning, and responsible decision making. Additional education in these areas will help to better prepare students for academic achievement in all core

courses.

Another noted concern among SRMI's Leadership Team was an observed correlation between higher suspension rates and core course failures. In reviewing our individual student academic data and other Early Warning Signs, it was a noticeable trend that the students with the highest number of suspensions also had a history of course failures and even one or more retentions throughout their school careers.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Improve students' overall social-emotional wellness by providing ongoing education that supports skill building and personal growth in this area.
2. Maintain/ Improve success rate of students returning and remaining enrolled in zoned schools with behavioral improvements, as evident by recidivism rates.
3. Decrease the number of course failures in the 2020-2021 school year, which in turn will prepare students for academic success in the future. Ultimately, this progress is likely to reduce the student drop-out frequency.
4. Decrease the number of out of school suspensions assigned to students enrolled at SRMI.
5. Increase the frequency of individualized Character Development Assignment opportunities for students, while decreasing the number of after-school work detail assignments.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged

The first area of focus for Silver River Mentoring and Instruction is Reading/ Literacy Improvement. According to the 2018-2019 Federal Index data, SRMI student subgroups identified as missing the target of 41% in the area of reading include white and economically disadvantaged students. During the 2018-2019 school year, SRMI student enrollment consisted of 79% caucasion and 83.5% Economically Disadvantaged. Based on this information, there is an evident need for improvement in reading proficiency and mastery of ELA grade level standards for the majority of students attending SRMI.

Area of Focus Description and Rationale:

Categorical data provided within (FSA) English Language Arts identifies content areas most in need of improvement. Content areas with the least earned points include Key Ideas and Details (average 24.5%) and Integration of Knowledge and Ideas (average 24.8%). Craft and Structure (average 38.9%) also indicates a need for improvement. Text Based Writing (average 43%) and Language/ Editing (average 50.5%) will be targeted as well in order to raise grade level proficiency for students at SRMI/ Renaissance.

Although state assessment scores are not available for the 2019-2020 school year, other academic data, including core course grades were analyzed, revealing that there was only a 1% decrease in English/ Language Arts course failures from 2018-2019 to 2019-2020, with a change from 53% to 52% of students earning an 'F' in English on at least one quarterly report card. Early Warning Systems data for SRMI at Renaissance Center also revealed that 12 out of 40 middle school students experienced retention while enrolled in the Citrus County School System, which further indicates a need for literacy improvement.

80% of SRMI students in the subgroups of white and economically disadvantaged will achieve a minimum of one year of academic growth in reading achievement by May 2021, as measured by the Florida Standards English Language Arts Assessment and American Reading Company's Independent Reading Leveled Assessment (IRLA) framework.

Measureable Outcome:

To accurately measure reading growth for SRMI's at-risk, transient student population, individualized quarterly objectives will be put into place for each student. An important objective to support the overall intended outcome will include student maintenance of passing grades in both Reading and English/ Language Arts courses. Quarterly ELA and Reading course grades will be closely monitored to evaluate student progress. Teacher grading guidelines will reflect mastery of grade level standards to ensure accuracy and fidelity. Progress monitoring of these objectives will also be designed around student mastery of identified skills for individual student growth.

Person responsible for monitoring outcome:

Christina Thrasher (thrasher@citruschools.org)

Evidence-based Strategy:

Utilizing American Reading Company's Formative Assessment Framework, iReady, USATestPrep, and other evidence-based diagnostic tools, students' independent reading levels will be identified upon enrollment for baseline data upon. Differentiated, strategic plans will be developed for each student

and individualized goals will be drafted based on independent reading levels, strengths, and deficits.

American Reading Company's Formative Assessment Framework is aligned to college/ career readiness, is built on a leveled system, and is based on grade level standards and developmental stages of reading acquisition. Additionally, Edmentum's courseware and supplemental resources will assist in promoting growth in literacy skills and will be used in conjunction with American Reading Company for individualized interventions. These implementations will help to ensure that all students at SRMI are working at appropriate levels. Evidence based strategies for explicit reading instruction are embedded into both programs and instructional tools are specially designed for differentiated lesson that support individualized student instruction.

In addition to reviewing reading assessment data, the number of students who did not test were carefully considered by the School Improvement Team. Of 108 students, 45 students did not participate in the Florida Standards Assessment for English Language Arts during the 2019-2019 school year. Additionally, information provided by Testing Coordinator, Erika Lazaro, reveals that 12 of the 45 refused to participate in the assessment. Of the same 45 students 26 did not test as a result of chronic absenteeism. The American Reading Company's instructional framework assists in establishing student ownership of reading skills acquisition. This level of engagement is expected to encourage students, increase confidence levels, and motivate students to regularly participate in learning activities and assessments. Additionally, classroom libraries allow for all students, especially those identified as economically disadvantaged, to have access to a variety genres and topics, among a wide range of reading levels.

**Rationale
for
Evidence-
based
Strategy:**

Action Steps to Implement

1. SRMI at Renaissance administration will implement a year-long professional development program that provides instructional staff with a deeper understanding of the developmental stages of learning, reading acquisition, literacy standards, and best practices for instruction of reading and writing. SRMI teachers will also participate in Professional Learning Communities, which will provide weekly opportunities for data analysis and collaborative planning.

Person Responsible Christina Thrasher (thrasher@citruschools.org)

2. A Literacy Committee, consisting of the Principal, Lead Teacher, At-Risk Specialist, Reading teacher, English teacher, and ELA/ Reading Paraprofessional will meet frequently to analyze reading data and assess progress toward reading goals. This ELA core instructional team, will also receive professional development that specifically addresses implementation of American Reading Company's (ARC) 100 Book Challenge, Edmentum's Courseware and Study Island resources, leveled assessment framework, and additional interventions for targeted skill building.

Person Responsible Erika Lazaro (lazaroe@citruschools.org)

3. Teachers will identify students' independent reading level utilizing American Reading Company's Independent Reading Level Assessment framework (IRLA), Edmentum/ Study Island, USATestPrep, or iReady. The tool/s/ utilized will vary depending on student academic history, previous diagnostic assessments taken at zoned school, and evident needs based on

prior state and district assessments reflecting literacy skills and mastered standards. In addition to grade level instruction, students will receive targeted interventions/ enrichment based on individual academic needs. Utilizing student assessment data at the classroom, district, and state levels in the development of strategic plans for each student, ongoing progress monitoring of individualized interventions will also contribute to further planning as quarterly objectives are put into place. Progress will then be monitored as students make learning gains toward obtaining and maintaining grade level proficiency.

Person Responsible Erika Lazaro (lazaroe@citruschools.org)

4. Instructional strategies will also support three stages of learning: introducing new content, reviewing content with support, and independent practice for standard mastery, providing for Gradual Release of Responsibility. 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 Erika Lazaro (lazaroe@citruschools.org)

5. As the English and Reading teacher work closely with the Lead Teacher 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 Erika Lazaro (lazaroe@citruschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:

Suspension data for the 2029-2020 school year illustrates the prevalence of exclusionary discipline practices, specifically that of Out of School Suspensions. Research suggests there is a high correlation among student suspensions and course failures/ retentions. Additionally, research also shows that suspending students as a form of discipline does not typically change behaviors among students.

School Suspensions assigned to students at Silver River Mentoring and Instruction (at the Renaissance Center) will decrease from 55% to 40% , as measured by Skyward discipline data.

Measureable Outcome:

By disaggregating discipline data, the SRMI Leadership Team was able to identify trends within suspensions, expulsions, and even alternative disciplinary actions such as After School Work Detail. While some suspensions occurred as a result of district protocol for SESIR infractions, other suspensions were assigned for infractions that might more appropriately warrant meaningful character development lessons/ assignments and/or opportunities for teaching replacement behaviors. While reviewing this data, the team also analyzed the effectiveness of each disciplinary action in terms of modifying behavior. The ultimate conclusion from the team was that a decrease in suspensions, as well as a reform to SRMI's After School "discipline" program are necessary.

Person responsible for monitoring outcome:

Christina Thrasher (thrasher@citruschools.org)

To increase positive behavior and decrease student suspensions at Renaissance Center, the Positive Behavioral Interventions and Supports model will remain the core of the behavior modification program. As a guiding support system, PBIS is evidence based and attends to all students on campus.

Evidence-based Strategy:

This program provides a foundational support system for all students to increase positive behaviors and decrease problem/ unwanted behaviors. SRMI's universal support system consists of additional supports in comparison to the typical Tier I practices at a traditional school, but targets all students enrolled at SRMI.

Tier 2 practices target SRMI students who are more at-risk for developing further significant negative behaviors and provides additional opportunities for developing the skills needed to be successful at Tier 1.

Tier 3 students will be provided the most intensive interventions and will participate in more formal assessments to determine needs. Problem Solving Team meetings will occur at this level.

Rationale for Evidence-

Students referred to SRMI at the Renaissance Center are students who are in need of a positive change in behavior and/ or decision making. This means that SRMI staff have a responsibility to tend to behavioral needs above all else. In utilizing the PBIS multi-tiered approach, SRMI staff will be able to

identify students at the secondary and tertiary levels, which is the first essential step in meeting student needs in the areas of social, emotional, and behavior supports.

**based
Strategy:**

Parallel to identifying student needs, and providing systems of support at all tiers, interventions will be implemented for character development, self-reflection, and positive changes in conduct/ decision making. Instructional supports for this purpose will occur both during and after the school day, with an emphasis on supporting life-long healthy behaviors, which will in turn positively contribute to academic achievement and completion of high school as college and/or career ready adults.

Action Steps to Implement

1. SRMI faculty/ staff will explore the PBIS model and will participate in Professional Development opportunities to better understand how PBIS works and why it is a successful model to use. The Leadership Team will focus on buy-in for the adoption of structures that will support the implementation of PBIS with fidelity.

The adoption of this model by all staff is essential before making a step-by-step plan for how to implement with students. Once this is achieved, all staff will work together to make decisions about each of the practices that will be introduced to students. Specific focus areas for this step will include identifying practices that will meet needs of students at each level and how those practices relate to the school's overall vision and mission statements. Identifying staff needs for successful implementation will occur as well, including a collection of resources and means for technical assistance and trainings.

Person Responsible Christina Thrasher (thrasherc@citruschools.org)

2. A school-wide plan for implementing PBIS practices at the universal level will be designed with the help of all staff. This will include identifying 3-5 school-wide behavior expectations, as well as deciding where, when, and how these expectations (specific lessons) will be taught to students. A continuum of consequences (behavior matrix) will also be designed with contributions by, and feedback from, all staff. Expectations and consequences (positive and negative) will be posted for students throughout campus.

Staff will utilize universal data (attained via SRMI's Behavior Tracking Sheets, which are designed with three levels in mind, as well as other foundational data sources) to determine which students are in need of targeted/ individualized supports. Interventions will be identified for students at the secondary and tertiary levels and staff will evaluate, monitor, and revise the problem-solving process for students as needed.

Person Responsible Christina Thrasher (thrasherc@citruschools.org)

3. After making decisions about the application of PBIS for students at all three levels, a process for implementation will be identified. SRMI's infrastructure for data systems and MTSS planning for behavior will be established. Development of actions plans for every student on campus will be coordinated with data review plans/ timelines. SRMI staff will work closely with each other, as well as with parents/ guardians, to prepare individual intervention plans and review student growth. Data meetings before and after school will occur for staff collaboration. To ensure parents/ guardians become, and remain, active members in their child's individualized plans for behavioral success, staff will maintain consistent communication via phone calls, emails, conferences, meetings, and various family engagement events.

Person Responsible Christina Thrasher (thrasherc@citrusschools.org)

4. The Leadership Team will meet regularly to plan for additional professional development and to identify staff needs/ provide assistance to staff where and when it is needed. "Audits" will be conducted by this team to ensure efficient integration of initiatives for behavior support. Data systems will be evaluated to safeguard quality measures/ fidelity of implementation.

Person Responsible Christina Thrasher (thrasherc@citrusschools.org)

#3. Culture & Environment specifically relating to Social Emotional Learning

In reviewing EWS data, behavioral trends, and detailed accounts of student recidivism, it is evident that students enrolled at SRMI are in need of mental-emotional supports they may not receive in a traditional school setting. With this in mind, SRMI intends to focus a great deal on fostering a trauma-informed campus where the social-emotional health remains a priority for the population of at-risk youth who attend. With this as an area of focus, behavioral health is likely to improve, as is the acquisition of essential skills needed to achieve overall well-being and school success.

Area of Focus Description and Rationale:

SRMI staff intends to teach essential skills and provide reinforced avenues for personal growth and support for building resilience to Adverse Childhood Experiences (ACEs), various damaging exposures, negative living situations or family stresses, and other negative experiences that are potentially detrimental to the overall wellness and accomplishments of SRMI students.

Research supports a positive connection between student social-emotional health/ wellness and academic achievement. With this in mind, a school-wide priority must be placed on healthy concepts and a path must be provided for students to overcome barriers to their social, emotional, and personal wellbeing. To promote awareness of mental and emotional health, as well as a deeper understanding of how our brains function in relation to experiences we face, SRMI will educate all students on these topics and assist in skill building for coping and healing as it relates to independent functioning and success in an educational setting.

Student recidivism at SRMI/ Renaissance Center will decrease from 11% to 10% for the 2020-2021 school year.

Measurable Outcome:

Students who are educated in mental-emotional health, and well-equipped with the proper skills and coping mechanisms 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.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

A primary goal for SRMI staff is to build resilience and foster healing among the students enrolled. To do this, SRMI will utilize Starr Commonwealth's evidence-based model for promoting positive transformation among youth. Trauma informed, resilience focused care will become the core of SRMI's program and will include a multitude of methods for data collection, application of various behavioral interventions/ treatment plans, and evaluation of student growth/ enhancement.

SRMI at Renaissance will also offer elective courses to educate students in various life skills and to promote social-emotional growth. Courses such as Personal Career and School Development Skills; Career Research and Decision Making; Critical Thinking, Problem Solving, and Learning Strategies; Psychology; and Sociology will be taught to students at SRMI. The

instructional standards in these courses will be taught with an intervention-based intent, in conjunction with the strength-based approach to building resilience and developing healthy relationships/ attitudes endorsed by Starr Commonwealth.

As research suggests, youth risk behaviors including substance use, physical inactivity, poor nutrition, and unhealthy relationships are linked to poorer grades and test scores. Therefore, by promoting healthy behaviors, student learning is expected to improve.

SRMI's Behavior Modification Program, which is embedded throughout the school day in all academic courses, will take more of a 'trauma-informed' approach, providing further prevention/ intervention strategies for our at-risk students. As a result, SRMI students will be more prepared to successfully maintain wellness in the area of social-emotional and behavioral health. Topics within these courses will include substance use/ abuse/ prevention, anger management, self-management and regulation, goal setting, decision making, personal health, violence prevention, life planning, community health, and more. Additional, individualized care will also be available to students, and will be determined by a core team of professionals including administrators, teachers, licensed mental health counselors, social workers, psychologists, guidance counselors, parents, students, and others as applicable.

Strategies implemented will be based on specific student needs identified using information gathered from trauma history screeners, structured interviews, document reviews, survey questionnaires, observations of students, and previous experiential behavior interventions.

**Rationale
for
Evidence-
based
Strategy:**

Action Steps to Implement

1. All students at SRMI will participate in skill development and personal wellness education courses that provide functional information that directly contributes to overall student health and well-being. 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. Included topics to support this will include 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.

Person Responsible Christina Thrasher (thrasher@citruschools.org)

2. All SRMI faculty and staff (instructional and support) will participate in ongoing professional development opportunities that focus on social-emotional and mental health of students and its impact on overall health and academic achievement. Staff will receive training on mental health/ wellness topics and will learn strategies for teaching, redirecting, and deescalating students. These trainings will include, but are not limited to, Youth Mental Health First Aid 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 and best practices for attending students who have experienced traumatic events.

Person Responsible Christina Thrasher (thrasherc@citruschools.org)

3. Students referred to SRMI will be evaluated upon enrollment to determine individual needs for counseling services and other possible interventions that will support healing from trauma or social-emotional growth. Through close collaboration with licensed mental health counselors, behavioral specialist, and intervention providers, students will be screened and observed for identification purposes. Students will then be identified as Tier I, Tier II, or Tier III based on at-risk behavior and early warning signs. Students that display a need for more intensive support services (Tier II and III) will receive specific, targeted interventions within the SRMI program. Individualized focus for students will be implemented through small group and one-one-one settings with on-site therapists/ counselors, teachers, paraprofessionals, support staff, and behavior specialists.

Person Responsible Christina Thrasher (thrasherc@citruschools.org)

4. SRMI staff will meet frequently (daily/ weekly) to discuss student needs and monitored progress for social-emotional growth. This includes administrators, teachers, support staff, service providers, and other pertinent stakeholders for purposes of problem solving and monitoring of student progress. Teachers and support staff will work together to both formally and informally assess student vulnerability to social-emotional issues, risk of engaging in harmful health behaviors, and exposure to unhealthy lifestyles. Quantitative and qualitative data will be considered, as daily behaviors and interventions provided the SRMI "Response Team" will be documented. Student application of focused skills and strategies for target behaviors will also be discussed, and academic progress monitoring will assist in evaluating student wellness and attainment of skills being taught. Findings and strategies that support student achievement, especially students in Tiers II and III, will be shared among instructional staff and will be incorporated into strategic plans for student growth.

Person Responsible Christina Thrasher (thrasherc@citruschools.org)

Additional Schoolwide Improvement Priorities

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

All schoolwide improvement priorities identified in 2.E. are addressed in the areas of focus listed in 3.A. The leadership team considered all five priorities when developing improvement goals and action plans.

Part IV: Positive Culture & Environment

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

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

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

Building a positive school culture and environment is recognized by SRMI as an essential step to the success of every student attending. Emphasis on this is evident through two of SRMI's school improvement goals for the 2020-2021 school year, which focus on the social-emotional well-being and positive behavior supports for all students. Additionally, the promotion of social justice and equality, coupled with zero tolerance policies for harassment and bullying, supports SRMI's strong values in trust, respect, and high expectations.

SRMI at Renaissance contracts with IMPACT to provide daily/ on-site counseling, crisis prevention/ intervention, and to help address social and emotional needs of all students. All staff receive professional development on building positive student relationships and serve as mentors for students at SRMI/ Renaissance Center. Additionally, SRMI's program focuses on respect for self and others, and the development of self-efficacy and reflection. All of these steps contribute to the overall school culture and help to make SRMI campus a positive, safe, and secure learning environment.

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.

Parent Family and Engagement Plan (PFEP) Link

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