

Marion County Public Schools
Silver River Mentoring And Instruction

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**2021-22 Ungraded Schoolwide
Improvement Plan**

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
Positive Culture & Environment	16

Silver River Mentoring And Instruction

2500 SE 44TH CT, Ocala, FL 34471

[no web address on file]

Demographics

Principal: Allan Nieb

Start Date for this Principal: 7/1/2014

2021-22 Status (per MSID File)	Active
School Function	Alternative
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	No
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)	Black/African American Students Economically Disadvantaged Students Hispanic Students
School Improvement History	2018-19: No Rating 2017-18: No Rating 2016-17: No Rating 2015-16: No Rating
DJJ Accountability Rating	2021-22: 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 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.

Our mission is to promote the increase of life-long learners by providing a positive, educational environment that empowers the at-risk youth of Marion and Citrus counties to be responsible and productive citizens, while being supported by a community-at-large that recognizes and accepts their potential.

Provide the school's vision statement.

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

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

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

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Nieb, Allan	Other	Director Supervise day to day operations, scheduling of students, all district related questions or concerns, mentorship of new administration, etc.
Howard, Arick	Principal	Interim Principal Execute campus logistics, safety of all students and staff, and follow directives of Director(s).
Nebesnyk, Mike	Other	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, Allan Nieb

Number of teachers with professional teaching certificates?

1

Number of teachers with temporary teaching certificates?

5

Total number of teacher positions allocated to the school.

8

Total number of students enrolled at the school.

150

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

5

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	29	76	31	30	30	23	219
Attendance below 90 percent	0	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	0	46	50	36	28	31	12	203
Course failure in ELA	0	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	0	34	76	29	35	38	25	237
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	26	44	15	13	18	10	126
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	2	44	92	36	34	40	24	272

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	50	0	0	0	14	64
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

Grade Level Data Review - State Assessments

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

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

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	11%	44%	-33%	48%	-37%
Cohort Comparison						

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	65%	-60%	71%	-66%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	23%	70%	-47%	70%	-47%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	54%	-24%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	6%	51%	-45%	57%	-51%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 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	7
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	47
Total Components for the Federal Index	7
Percent Tested	60%
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	12
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	5
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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

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	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Transition

Area of Focus Description and Rationale:

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

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

Measureable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

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

Rationale for Evidence-based Strategy:

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

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

Action Steps to Implement:

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

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

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

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

Person Responsible

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

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA

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

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

#2. DJJ Components specifically relating to Increased Attendance

Area of Focus Description and Rationale:

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

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

Measureable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

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

Rationale for Evidence-based Strategy:

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

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

Action Steps to Implement:

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

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

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

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

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

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

Person Responsible

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

Monitoring ESSA Impact:

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

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

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

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

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

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

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

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

Administration

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

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

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

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

3. Ms. Cynthia Stokes, Lead Teacher

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

Silver River Mentoring & Instruction

Parent and Family Engagement Plan

What is Parent and Family Engagement?

Parent and Family Engagement means the participation of parents and family members in ongoing consultation and meaningful communication involving student academic learning and other school activities, including ensuring that:

- (A) Parents and families play an integral role in assisting their child's learning.
- (B) Parents and families are encouraged to be actively involved in their child's education.
- (C) Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described under ESSA Section 1116.

About the Parent and Family Engagement Plan

This plan will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals.

We value our families and believe that ALL children can learn!



Principal Name: Allan Nieb

School Website: <http://srmischool.com/>

School Year: 2021-2022



BARRIERS

Describe barriers that hindered participation of parents and family members in engagement events during the previous year. Refer to summarized data from stakeholder engagement surveys from events held during the 20-21 school year (not applicable to new Title I, Part A schools) and the site-based 20-21 Annual Parent Survey.
N/A
Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.
N/A
(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants).
N/A
What is your Parent and Family Engagement Plan goal for the 2021-2022 school year (<i>must be tied to student academic achievement and aligned with your school improvement plan</i>)?
<p>Our goal for our 2021 – 2022 Parent Engagement Plan is to increase the level of participation from our parents at all school related functions; such as Orientation, Open House, parent conferences and Title I School Advisory Council meetings.</p> <p>We would like to increase our percentage of parents participating in all facets of their child's education by 30%.</p> <p>By increasing our level of Parent and Family engagement, we are striving to create a team mentality between both home and school.</p>

COMMUNICATION AND ACCESSIBILITY

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, and guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow up. Additional strategies will be applied as the need arises on a case-by-case need.

Spanish translators will be available for Spanish speaking parents upon formal request or informally through our bi-lingual staff members.

Our school facility is ADA accessible. If support is needed to accommodate a disability, appropriate arrangements will be made by the school.

Due to the needs of our students and families, an advocacy approach model will be used to engage the families of our students. Specific resource videos will be posted for our families based on their current needs. By having these specific resources readily available and providing links to seek feedback for additional needs, the barriers of transportation, baby sitting and time constraints will be removed from our families. Every effort will be made to include resources in languages our parents can understand.

In addition, strong efforts will be made to meet with families by phone or in person to discuss their child's specific needs and resources available to the family to help meet those needs.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

Prepared messages related to progress reports, upcoming school-family events will be created using clear, easy to understand language (removing academic or industry terms/acronyms whenever possible) and sent via Skylert to registered phone numbers, and email addresses of our families. Additional communications will be relayed through medias such as: site-based website, teachers' websites, school newsletters, etc.

For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family.

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

(1) We will use a communication plan that starts approximately two weeks before new resource videos are posted. The communication plan includes weekly notifications with a call to action to engage family and community. Skylert will be used the day the video is posted to remind parents to utilize the resource.

(2) The communication plan will include compacts, website, newsletters, teacher websites, and Skylert messaging. The communication plan will notify of upcoming events: purpose, time/date, audience, and activity.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?

(1) We will describe and explain curriculum, forms of assessments and achievement levels during our Annual Title I meetings, school based website and newsletters.
 (2) Families will be notified about the forms of assessments through teacher websites, teacher communications, ongoing school meetings (ex: FSA night, SAC), Annual Title I Meeting, and parent-teacher conferences.
 (3) The achievement levels students are expected to obtain will be described and explained during the Annual Title I Meeting, and ongoing academic based family engagement events occurring throughout the year. Additionally, teachers are encouraged to inform parents and families of upcoming lessons and curriculum via teacher websites or class newsletters. If parents or guardians have further questions and/or are not available to attend, all efforts will be made to accommodate our parents/guardians so as they may participate without barriers.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision-making?

(1) Families and community members have the opportunity to share feedback after each family and community engagement event, the annual survey for the school based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings.
 (2) Communication of upcoming opportunities will include school website, newsletters, teacher websites, and Skylert messaging.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them?

Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (aka: Title I school-wide plan) are gained through the annual survey for the school based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings. The aforementioned surveys and SAC meeting minutes are made available to the district Title I office for review throughout the year.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

Once Board approved, this plan will be published on the school website. This plan (paper-based) will also be made available upon request through the school front office throughout the year.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Title I Meeting. This meeting should be held at a convenient time for parents and be advertised as a stand-alone meeting. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESSA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved.

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting (must be conducted by the last week of October) to inform parents and families of participating students about the schools Title I program and parent and family engagement activities.
<ol style="list-style-type: none"> 1. <u>Step 1</u> – Plan the meeting and/or release of advocacy video time, date, location 2. <u>Step 2</u> – Create flier, invitation (translate if necessary) 3. <u>Step 3</u> – Send out the flier, invitation (email/ backpack/social media) 4. <u>Step 4</u> – Update school marque and website 5. <u>Step 5</u> – Remind families via social media and Skylert
Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting.
All aspects of Title I are shared using the district Title I PowerPoint template which includes information such as: What is Title I, Parent and Family Engagement Plan, School-Parent Compact, Parents Rights, Assessments, Title I Funds, Title I Focus, open discussion and Q&A.
Describe how the Annual Meeting will cover (1) yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.
<ol style="list-style-type: none"> (1) District based PowerPoint that includes school data points, programs, intervention, and progress monitoring assessments. (2) District based PowerPoint that includes overview link to school choice located at District website. (3) District based PowerPoint that includes explanation of Parents Rights
How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?
Technology (phone, email, social media, school website, and parent portal) is only a component of our comprehensive communication plan that also includes newsletters, fliers, paper-based progress reports, individual student progress meetings and the school marquee.
Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision-making of how Title I, Part A School wide funds are used.

Family and community feedback is collected during quarterly SAC meetings, annual Parent and Family Engagement Plan and School Improvement Plan surveys.

How will the school provide, with Title I funds, transportation, childcare, or other services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events?

By providing video resources and online feedback options and individually reaching out to parents to provide information on student progress and resources for support, the barriers of transportation, baby sitting and time constraints will be removed from our families.

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities?

Via District Annual Parent Annual Survey and quarterly SAC meetings.

What documentation does the school have that parent needs for meeting times, transportation needs, and childcare for family engagement were assessed?

District Annual Parent Survey, site based family engagement event post surveys, quarterly SAC meeting minutes, and parent/teacher conferences.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- AM & PM Sessions (Same content to appeal to more parents)
- Other: As our families struggle with barriers that allow them to physically come on site, virtual options without time constraints are a necessary component for our families.

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of parents to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I School wide plan by engaging parents and families. [ESSA Section 1116]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?
After meeting with families during intake procedures and planning for students to transition out of our facility, activities will be based on family needs to best support the school and at home learning environments.
How will the school implement activities that will build relationship with the community to improve student achievement?
<ul style="list-style-type: none"> • Invite community members/business partner to participate in SAC and to share their knowledge and expertise in ways to promote learning through real world applications. • Reach out to community partners that can provide transition support and social/emotional support to families so these resources can be provided to families.
If your school has a Site-Based Title I Parent Resource Room: (1)How will the school implement the Site-Based Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Site-Based Parent Resource Room with parents.
We have a great deal of resources for our students and families that have been donated to our program for that exact purpose. Regardless of age or grade or any other factor, we strive to outfit our students with all they need to be successful. Whether clothes, food, housing assistance, etc.
If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?
N/A

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. **Additionally, events should contribute to the achievement of goals outlined in the Title I School wide Plan.**

Schools may add or remove rows as needed.

Name of Activity <i>(if applicable, expected Title I Budget)</i>	Person(s) Responsible	<u>Measurable</u> Anticipated Impact on Student Achievement <i>(aligned with School Improvement Plan)</i>	Month/Year Activity will take Place	Evidence of Effectiveness
Title I Annual Meeting (required by the last week in October)	Mr. Arick Howard	Informed parents and stakeholders of curriculum and standards that their student will be responsible for.	August, 2021	Parent comments about involvement in school processes, particularly SAC meetings.
Fall Virtual Open House	Mr. Arick Howard	By including as many parents, guardians and stakeholders as possible in our Open House, we hope to increase attendance school wide.	November 2021	We are hopeful that we will have a robust turn out for this event. The evidence that this event was successful will be reflected by a increase in student attendance and ownership of their responsibility to exit SRMI with a recommendation.
Spring Semester Parent Night	Mr. Howard / Mr. Nieb	The students and families that show up for our Spring Parent night will be 50% more likely to successfully exit our program WITH a recommendation (C's or better, 90% attendance, and diminishing behavior referrals).	March 2022	Parent involvement/turn out, survey collecting data on efficacy of the Spring Parent Night.

Activities listed may be updated after publishing. Refer to school-based communications throughout the year for the most updated information.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents/families, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build relationships between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESSA Section 1116]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

...the assistance of parents and families and in the value of their contributions.

- Effective parent/teacher conferences
- Effective forms/strategies for two-way communication
- Targeted Professional Development for Trauma Informed Care, de-escalation and verbal coaching

...how to reach out to, communicate with, and work with parents and families as equal partners.

- Effective use of teacher websites to share information with families about student academic achievement
- Provide training for teachers to effectively communicate school related information such as course grades, IEP and 504 information and available district and school family resources

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

- How to effectively communicate with stakeholders (families, community members, business partner)

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

(1) Throughout the year during times such as: early release days, planning time, and/or during coaching
 (2) Formal PD: sign in sheets, agenda, handouts, surveys. Informal PD: coaching/meeting notes

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESSA Section 116]
<input checked="" type="checkbox"/>	Title I, Part A - Improving the Academic Achievement of the Disadvantaged	Coordination with stakeholders to provide parent and family engagement defined as participation of parents in ongoing consultation and meaningful communications with school staff that involves that student, addresses learning and engages the family in school activities.
<input checked="" type="checkbox"/>	Title I, Part C - Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21).	School administration will contact the Migrant Department of Grants & Federal Programs office. This office will provide academic support to the students and help families with resources they may need to support increased student achievement.
<input checked="" type="checkbox"/>	Title I, Part D – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Coordination with stakeholders to provide the families of children and youth with services to make a successful transition from institutionalization for increased academic achievement.
<input checked="" type="checkbox"/>	Title II, Part A – Supporting Effective Instruction through professional development targeted to administrators and teachers.	Coordination with stakeholders to improve the quality and effectiveness of teachers, principals, and other school leaders through capacity building in the areas of improving student academic achievement and building ties between parents, families and the school.
<input checked="" type="checkbox"/>	Title III, Part A – Helping English Language Learners achieve English proficiency (ESOL)	Coordination with stakeholders to establish partnerships to strengthen relationships between families, communities and schools that will provide additional services aligned with improved student success.
<input type="checkbox"/>	Title IV, Part A – Providing all students with a well-rounded education, improving school conditions to support safe and healthy student, and improve use of technology to advance digital literacy	Coordination with stakeholders to promote collaboration between the parents, families and school and to promote the involvement of parents.
<input type="checkbox"/>	Title IV, Part B – Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards	Providing students with a high-quality out-of-school time enrichment program during the school year and summer and offering multiple family engagement opportunities geared to increase student academic achievement.

☒	Title IX – Homeless Education Program (HEP). The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless.	School administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support they need to allow for increased student academic achievement.
☐	VPK – Voluntary Pre-Kindergarten Program	Recognizing that parents are an important component of a child's education, VPK provides family support material to families and offers family engagement activities such as take home resources, family workshops, and/or access to online resources.

Schools may add or remove rows as needed.