

Renaissance Center/SRMI School Improvement Plan 2017-2018

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

EQ: How will we create RIGOUROUS and RELEVANT lessons that will ENGAGE our students?

	Goal 2017-18	Action Steps	Evaluation	
Academic Achievement	ELA/ Reading	If teachers engage in quality prof. dev for ELA and Reading standards, and participate in Professional Learning Communities for reading acquisition and literacy instruction, then student reading levels will increase by a minimum of one grade level within the school year.	<ol style="list-style-type: none"> 1. Master schedule built to accommodate intensive reading, credit recovery for English course, and electives that support literacy, as well as additional time to the school day. 2. Teachers will implement reading standards in all content area lesson plans and classroom activities. 3. Students will read across all curriculum areas for a minimum of 15 minutes per day. 4. Implementation of intensive, supported practice and differentiation of instruction to promote 5. Implementation of FSA focused learning strategies. 6. Professional development focused on reading standards, reading acquisition, and student engagement. 	<p>Independent Reading Level System</p> <hr/> <p>Fast Bridge</p> <hr/> <p>FSA 2017/ 2018 scores (minimum one years' growth)</p>
	Mathematics	If SRMI/ REN teachers engage in quality professional development for math standards,	<ol style="list-style-type: none"> 1. Implementation of focused learning strategies for math standards. 2. Implementation of intensive written 	Math FSA/ EOCs

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		and participate in Professional Learning Communities for math skill instruction, then the number of students scoring proficient on the Math FSA/EOCs will increase by 5%.	<p>mathematical understanding.</p> <ol style="list-style-type: none"> 3. Professional development focused on student engagement. 4. Implementation of standards focused grading and mastery based instruction. 5. Professional development for teachers to improve differentiation of instruction and close achievement gaps in the area of mathematics. 	<p>District Math assessments-standards based mastery</p> <hr/> <p>Classroom learning checks (formative/informative assessments created by math PLC)</p>
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PBS		If SRMI/ REN staff implement a behavior modification program/ token economy system with fidelity, then student behavior will improve, resulting in a 25% return rate.	<ol style="list-style-type: none"> 1. Weekly faculty meetings and plans for collaboration. 2. Professional development on hands on learning, project based activities, and student engagement. 3. Professional development on classroom management. 4. Counseling with students and parents about student behaviors and SRMI's expectations. 5. Restructured Behavior Modification System (based on points and letters). 	Point/ letter system (in five minute increments)
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Attendance		<p>If SRMI/ REN staff implement a quarterly incentive for attendance, then student attendance will increase to 85%.</p>	<ol style="list-style-type: none"> 1. Increased focus/ value on attendance. 2. Increased family involvement and communication with parents/ guardians. 3. School culture that inspires students to increase learning and be successful in multiple facets of school. 4. Counseling with students and parents about student behaviors and SRMI's expectations/ weekly phone calls to support communication with families/ guardians. 5. Greater focus on token economy. 6. Implementation of incentive based rewards. 	<p>Average daily attendance (percentage)</p>
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Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity: Please note that each Strategy does not require a professional development or PLC activity.						
Focus/EQ:	Area(s) Addressed	Training & Member Responsible	Resources & Follow-Up	Monitoring Process	Timeline	Notes
How will we provide Florida State Standards professional development at Renaissance Center to align with district and State expectations in relation to pacing and timelines?	<p>Unpacking and discussing the standards</p> <p>Assisting teachers in the understanding of the Florida State Standards in their content area and in the creation of lesson plans and activities to meet that standard.</p> <p>Assisting teachers with creating and utilizing standards based formative and summative assessments (as well as checklists and rubrics).</p>	Christina Thrasher- Assistant Principal	<p>Florida State Standards – Activities and guidelines created from state and district trainings.</p> <p>CPALMS</p> <p>Balanced Assessment: From Formative to Summative by Dr. Kay Burke</p> <p>American Reading Company (Independent Reading Leveled Assessment)</p>	<p>Walk-throughs</p> <p>Lesson plans</p> <p>Feedback to teachers</p> <p>Continuous conversation with teachers regarding student achievement</p> <p>Focused collaborative meetings with teachers to problem solve and share ideas- facilitated by admin.</p>	<p>August-December: Unpacking</p> <p>December-February- Assessments (Formative and Summative)</p> <p>August → Collaborative group discussions</p> <p>February- March: Rubrics and Checklists; project based learning</p>	
How will instructional staff receive Florida State Standards professional development specific to their content area?	<p>Attend district-based professional development appropriate for their area.</p> <p>Refer to lead teacher and administrative support for guidance in subject area teaching strategies and student activities.</p>	District and school representatives who attended subject area/ Florida Standards professional development	<p>Handouts provided at the district-level</p> <p>C-palms</p> <p>Collaborative planning</p>	<p>Walk-throughs</p> <p>Lesson Plans</p> <p>Evaluation system (various observations and conversations with admin)</p>	August-May: Content Area trainings and collaboration with peers and administration	
How will SRMI/ REN successfully	Using data to identify target behaviors, trends,	Principal, Assistant Principal,	Power points created by admin;	Professional Development based on	August- What is Behavior/ point and letter system	

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<p>modify student behavior?</p>	<p>and student needs, staff will employ effective classroom strategies to manage and modify behavior, including positive reinforcement, token economy, de-escalation, redirection, etc...</p>	<p>Director of Operations, and Team Leaders (Teacher/ Behavior Tech)</p>	<p>collaborative problem solving meetings to target specific student needs; book studies</p>	<p>behavior (function, targets, antecedent, consequence, positive reinforcement, etc..)</p>	<p>with data collection CPI training</p> <p>September- target and replacement behaviors</p> <p>October- call log review; focus on family involvement</p> <p>November- January: maintaining growth; back to basics to review system fidelity; effective communication with students</p> <p>Ongoing: Weekly team meetings, Monthly staff meetings, PSTs for specific students; partnership with outside agencies</p>
<p>How will SRMI/ REN staff encourage students to attend school regularly and increase student attendance to at least 85%</p>	<p>All content areas; family involvement; student motivation</p>	<p>All staff (on campus and bus)</p>	<p>District Program Specialist, and Lead teacher experts. Information will be obtained and shared with appropriate level teams</p>	<p>Daily attendance</p>	<p>Ongoing throughout school year:</p> <p>Daily contact with students on campus</p> <p>Weekly phone calls to parents/ guardians</p> <p>Child Study Team meetings</p> <p>Communication with outside agencies for support and with student services at the district</p>

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					level	
					Quarterly incentives for students with 90%, 95%, and perfect attendance	