

Richard Milburn Academy



2014-15 School Improvement Plan

Richard Milburn Academy

1031 MASON AVE, Daytona Beach, FL 32117

rmaflorida.org.

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

Yes

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To create and enhance educational opportunity and performance for all student populations that we serve; To deliver educational services through highly talented and committed employees who value the dignity and ability of each student. We Help Students Achieve

Provide the school's vision statement

It is our objective to attract at risk students and accept them for who they are. We will provide these students with the opportunity to achieve academic requirements for completion from high school, improve social skills, while learning yo become good citizens. We will judge our success by the number of students that meet all course requirements for graduation from high school each school year.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

- We have a tutor/mentor program in which teachers provide students with the extra push and help they need to be successful.
- We have honor roll breakfasts with the principal which promotes students with good grades and SGA for students who exhibit civic minded behaviors.
- There will be quarterly parent nights and a quarterly newsletter to allow parents the opportunity ti participate in the learning process of their student as well as keep them informed of the happenings.
- We are working with our Spanish teacher to produce our announcements in Spanish, not just English.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Teachers and staff are located throughout the school, specifically the cafeteria as a holding area, to ensure a safe environment for everyone.
Several staff members have 2 way communicators making them available within a moments notice of any emergencies that may arise.
We have an SRO who monitors the front area throughout the day as well as patrols the area near the school during lunch.
We have CCTV which monitors all halls and classrooms.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

There is a school wide tardy policy which helps to minimize overall tardy behaviors, especially in the morning and returning from lunch.
Teachers are trained regarding the common behavioral process; discipline referrals processed within 24 hrs. This helps to ensure that parents are contacted and timeouts are exhausted prior to a teacher writing a referral.

We have both a ISSP/Learning strategies person as well as an interventionist which helps to curb discipline issues due to academic concerns. Students and parents are provided a copy of the student handbook which provides information about the school as well as the expected student conduct.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school counselor provides counseling for all students but targets and is focused in her efforts to help those with disabilities. Teachers have been trained in the PST process which identifies at risk students for services both within and outside of the school.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We track and identify the following types of students:
Absences of 15 days or more
Two or more suspensions, out of school
Course failure in ELA or Mathematics
Level 1 in state standardized test (Math or Reading FCAT)
Failing score in subject specific EOC
GPA below 2.0
ESE and ELL status

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

During our parent night we explained to all families the early warning indicators; strategies that can be implemented by both student and parent to ensure success. Our guidance department has provided a list of resources, via our parent resource center (rm7), within the school and community that are available to assist families as well as open the lines of communication between home and school. We have a process (PST) for identifying students who are currently exhibiting moderate at risk behavior, assigning those students to case managers/teacher who follow their progress and meet

with them to devise a course of action towards their success.

We are inviting all families to an event in which the early warning indicators will be explained, strategies for students and parents to implement to ensure success, provide information on accessing resources within the school and community that are available to assist families, and to open the paths of communication between parents and student, parents and school, as well as student and school.

The invitation will be in the form of a letter that includes the above agenda, a short synopsis of the EWS indicators, and the number of EWS indicators in which the student is currently identified. We will make personal phone calls to the students' families that are considered currently at risk.

Students identified as exhibiting moderate at risk behavior, assigning these students to a case manager (7th period teacher with Guidance) that will meet with them regularly to devise a course of action and follow up on progress.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/56909>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The teachers and administrators attend community events that promote the school like local civic organizations, Title I FACT Fair, etc. We partner with local restaurants to award our honor roll students and promote business for them with our students and families. We also work closely with local business to provide our students with school supplies, and other donations that are used to support our students and families.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Pierre, Manouchka	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school based leadership team identifies school based resources (human capital and materials) to determine the continuum of academic behavioral supports available to students at each school site (Daytona and Deland) Academic and behavioral data are considered in order to determine priorities and function of other existing teams (Problem Solving Team, Professional Learning Communities).

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Richard Milburn follows the district's four-step problem solving process, with Rtl as an integral component of the process. The school improvement plan is based on the strategic analysis of data, and identified resources are matched to the needs of the students /schools. Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special need groups. It is expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success. The school works closely with Pam Woods, Title X Coordinator ensure that homeless students have the materials and resources they need to be successful.

The school offers the following non-violence and anti-bullying:

- Crisis training program
- Suicide prevention program
- Bullying program
- Free and Reduced School Meal Plan
- College and Career readiness
- Computer and Business skills
- Business and Entrepreneur Principles

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Houston Conelly	Education Support Employee
Donna Eldridge	Education Support Employee
Sam Smith	Education Support Employee
Edson Graham	Business/Community
Robert Crosby	Business/Community
Darrell Marshall	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

A SAC meeting was convened, devoted to explaining the SIP process and gaining input from the members. The members were given quarterly updates regarding progress toward the SIP goals.

Development of this school improvement plan

The SAC committee with input from leadership staff has had regular and ongoing input into the School Improvement Plan. SAC has also discussed barriers and potential strategies for the 2015-2016 school year. This input will be included in drafting the plan; drafts to be presented for revisions, input and final approval.

Preparation of the school's annual budget and plan

The SAC/Board is presented with a synopsis of budgetary needs to fulfill our school's improvement plan. They in turn make suggestions, discuss the issues, and a vote takes place when funding is available. The board directs the overall use

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

We were not given school improvement funds last school year. We have earmarked monies to pay for building improvement.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

We are adding a parent, teacher and student to the board, which serves as our SAC.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Pierre, Manouchka	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

This group of individuals organizes activities throughout the school year that help in promoting literacy at all grade levels. These activities include the following:

- School-based Community Literacy Night
- School involvement with the District Literacy Fair
- Literacy Week Activities
- Annual Book Fair

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers of the same grade and subject share a common planning which allows them to work closely in PLC groups on a biweekly basis. The PLCs are given throughout the school year to use a full day of collaboration to plan assessments and plans of action. Many teachers also team vertically.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Administration participates in district and state job fair recruitment activities. Administration conducts extensive interviews with candidate t ensure correct selection and placement according to our school's need. Programs are in place to assist new teachers and to provide them with the much needed support. These programs include the New Teachers Program E# which offers individualized PD and peer classroom visits. Teachers are also given opportunities for leadership and advancement through on the job training and mentoring by a current school administrator.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

First year and new teachers to RMA are mentored by highly effective teacher. As part of the Peer Assistance and Review program the following activities are provided: Coaching, observations, collaborative lesson planning, and E3. Teachers are paired as much as possible with teachers within their subject and grade level to ensure ease of access. We also have a curriculum and instruction specialist who works closely with all educators in the building.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our teachers use district curriculum maps and pacing guides to plan and pace their instruction. Instruction for each subject is based of the district provided curriculum, which is aligned to Florida standards. Teachers plan independently and collectively using the maps and guides ensuring that students gain at minimum a proficient level of learning and understanding. Teachers are observed and evaluated, at minimum twice a year, on their teaching of these standards. They are also provided support and guidance if it determined that they are not teaching at an acceptable level. Regardless of their level of teaching, all are given continual professional development and support.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our teachers meet in PLC meeting weekly to plan and address issues including acadelicly struggling students, During these meetings teachers discuss state assessment , district DIA, and classroom data. They review the validity of their own and peer assessments as well as student performance. Based on these meetings plans of action are formulated to help under-performing students. Teachers also plan collectively in a vertical (with high school) and horizontal manner (across middle school). The school has tutoring, offered every day after school (exception of Fridays and Wednesdays) to ensure student are given opportunity for remediation and enrichment. Also the two weeks of every quarter students are given these opportunities in class as part of the closing to the lesson. Teachers are available and meet with students before school as well as during lunch.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 108

Students identifies with a need in the area is placed with a highly qualified teacher in a 10:1 ratio, and given intensive instruction in core areas.

Strategy Rationale

We are attempting to raise proficiency level and resultant high stake test scores of students identified as far below, as well as those bubble students who are just under proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pierre, Manouchka , mpierre@rmaflorida.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student FCAT, FSA and EOC scores, will be compared to the score they receive at years end with benchmarks as pivotal points.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

For upcoming six graders, we visit the elementary schools to meet students. We also provide orientation which allows students to know only get familiar with the building before school starts, students are able to meet staff and faculty, as well as other students.

For middle school students moving to the high school we provide similar programs as well as

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Train staff in their respective positions and cross train to ensure proficiency across the board
- G2.** Increase instructional minutes to 60 (bell to bell) as a means to increase passing scores and graduation rate.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Train staff in their respective positions and cross train to ensure proficiency across the board **1a**

 G061001

Targets Supported **1b**

Indicator	Annual Target
Effective+ Administrators	2.0

Resources Available to Support the Goal **2**

- MyPGS Professional Development
- The Change Consulting LLC

Targeted Barriers to Achieving the Goal **3**

G2. Increase instructional minutes to 60 (bell to bell) as a means to increase passing scores and graduation rate. **1a**

 G061000

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	25.0
Instructional Minutes	60.0
U.S. History EOC Pass	10.0
ELA/Reading Lowest 25% Gains	3.0

Resources Available to Support the Goal **2**

- EDGE
- EOC and FSA Practice Assessments
- Achieve 3000

Targeted Barriers to Achieving the Goal **3**

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
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Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.