Richard Milburn Academy

2017-18 Schoolwide Improvement Plan

Richard Milburn Academy

1031 MASON AVE, Daytona Beach, FL 32117

http://rmaflorida.org/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	Yes	0%

School Grades History

Year	2008-09
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Richard Milburn Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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!

b. 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 to 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.

2. School Environment

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

Richard Milburn Academy endeavors to provide an academic environment that promotes academic success, citizenship, and the opportunity to be lifelong learners.
- A curriculum set to state and district mandate, with additional supports provided by teachers helps foster the necessary relationships and continuous growth.
-Our staff receives guidance through professional development to increase cultural awareness.
-Changes in student demographics and needs are shared with school staff to support planning to meet diverse student needs.
-We have honor roll and positive referral breakfasts with the principal which promotes students with good grades, as well as good behavior
-There will be a biannual newsletter to allow parents the opportunity to participate in the learning process of their student(s) as well keep them informed of the happenings.
-Our announcements/letters will also be in Spanish, as well as English
-We have an international food day that coincides with Thanksgiving and field day with both student and teacher participation.
-We have added clubs and after-school activities to provide students and teachers opportunities to socialize after school hours.
- The District Migrant Education Coordinator and leadership work together to provide services and support to the migrant students and their parents (Title I Part C).
- The Migrant Education Program provides the following:
Food assistance and referrals (we also work in concert with the Nazarene church in this endeavor)
Medical assistance referrals to outside community agencies
Translation services for parent/teacher conferences
Academic assistance through credit recovery and tutoring

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

All school employees will interact with students appropriately and students will maintain all classroom and school expectations. Each teacher is responsible for developing classroom discipline plans and

expectations for their class. School assemblies are established/held to ensure students understand both their rights and responsibilities, as well as the potential ramifications. School staff will facilitate consistent application of policies and procedures regarding behavior and classroom expectations. Teachers and staff are located throughout the school, specifically the cafeteria as a holding area, to ensure a safe environment for everyone.

Staff members have 2 way communicators making them aware and available within a moments notice of any emergencies that may arise. (West)

We have an SRO who monitors the front area throughout the day as well as patrols the area near the school during lunch. (East)

We have CCTV which monitors all halls and classrooms on both campuses.

c. 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.

Teachers and staff are located throughout the school to ensure a safe environment for everyone.

All staff have two way radios making them available at a moments notice.

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 to ensure that parents are contacted and other measures are exhausted prior to a teacher writing a referral.

Students and parents are provided a copy of the student handbook which provides information about the school as well as the expected student conduct.

d. 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. Teachers have been trained in the PST process which identifies at risk students for services both within and outside of the school.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 10 days or more
Two or more suspensions, out of school
Course failure in ELA and/or Algebra 1
Level 1 in state standardized test (ELA and Algebra 1)
Failing score in subject specific EOC
GPA below 2.0
ESE and ELL status
The SBLT is responsible for developing, implementing and monitoring all aspects of infrastruture, programming and multi-tiered interventions and the School Improvement Plan using problem-solving and collaboration.

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

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	86	113	75	49	323
One or more suspensions	0	0	0	0	0	0	0	0	0	54	44	18	5	121
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	42	80	57	20	199
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	22	104	96	36	258

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	73	88	81	32	274

c. 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 and 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 (rm 7), 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 lines 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/444362.

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

2. 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.

We provide families with an open door policy to call, drop-in or schedule a conference by phone and in-person with teachers and the support of the counselor and administrator. We also want to keep the lines of communication open by providing frequent opportunities for home-school communication in a variety of formats, allowing families to support and supervise their child's educational progress.
Our vision at RMA is to be a school where academic growth is constantly happening for our students, at the rate they need (individualized learning). Our faculty and staff work to build meaningful relationships through relevant course work and extracurricular activities. We focus on the uniqueness of our students; the demographics of our student population has always been the driving force for academia at RMA. The teachers and administrators attend community events that promote the school with local civic organizations, and Title I FACT Fair, etc. We partner with local restaurants to recognize our honor roll students and promote their business with our students and families. We also work closely with local businesses to provide our students with school supplies, and other donations used to support our students and families.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Sands, Art	Principal

b. Duties

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

1. New Hires are provided with developmental support by their site-based instructional leader through monthly meetings and targeted feedback.
2. Ongoing professional development training will be provided to address areas of classroom management, instructional best practices, using assessment data to drive curriculum, and other instructional supports.
3. Leadership holds celebrations for staff to support and develop teamwork (luncheon, teacher appreciation, personal thank you notes).
We also involve teachers in the decision making process by asking for their input and feedback (surveys).

2. 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 RtI 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 the 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 along the appropriate path to graduation. 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 district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success. All instructional staff participate in content-area Professional Learning Communities to model and share high-yield (high effect size) instructional strategies or to refine implementation of the components of the Gradual Release Model.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Samuel Smith	Education Support Employee
Edson Graham	Business/Community
Ashley Kelly	Business/Community
Cathy Egley	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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. It was presented to the Board/SAC and approved. It was recommended that we work to increase active membership of school personnel as well as students.

b. 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 2016-2017 school year. This input will be included in drafting the plan; drafts to be presented for revisions, input and final approval.

c. 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.

2. 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.

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

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Sands, Art	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This group of individuals organizes activities throughout the school year that help in promoting literacy at all grade levels. These activities include the following:
Support for implementation of Florida Core State Standards for Literacy in Social Studies, Science, and Math
School-based Community Literacy Night
School involvement with the District Literacy Fair
Developing and asking text dependent questions from a range of question types
Developing and analyzing multi-level/scaffolded questions to better understand state assessments

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 bimonthly basis, as well as plan collaboratively. The PD's throughout the school year are used for collaboration to plan assessments and formulate plans of action. Many teachers also team vertically.

2. 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 candidates to 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 E3 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 on 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. At a minimum twice a year teachers are observed and evaluated on their teaching of these standards. They are also provided support and guidance if it is determined that they are not teaching at an acceptable level. Regardless of their level of teaching, all are given continual professional development and support.

b. Instructional Strategies

1. 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 meetings weekly to plan and address issues including academically 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 manner. The school has tutoring, offered every day after school (except on Fridays and Wednesdays) to ensure students are given the opportunity for remediation and enrichment. Also two weeks of every quarter students are given these opportunities in class as part of closing the lesson. Teachers are available and meet with students before school as well as during lunch.

2. 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

Student identified with a need in an area are 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
Sands, Art, assands@volusia.k12.fl.us

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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

We also provide orientation which allows students to not only become familiar with the building before school starts, but also to meet staff and faculty, as well as other students.

b. College and Career Readiness

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

The counselor will meet with students to discuss their post-high school plans. There will be assemblies on registering for SAT and ACT and exploration of careers. In the spring, we will have a field trip to the ATC of Daytona State College. Students will be able to see the different careers and opportunities that are available to them with a vocational program.

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

We do not offer any industry certifications at RMA, but we do expose them to the opportunities available to them at the ATC of Daytona State College. We have two students that are dual-enrolled in the Cosmetology program this year. The counselor tries to encourage the students' pursuit of the dual-enrollment opportunities available to them at the ATC.

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

We added a Digital Information Technology course this year at the Deland campus so that more students could be exposed to career and technical education. The Economics with Financial Literacy course has modules concerning key career topics including: career selection, requirements, skills needed, pay scale, and future outlook. The financial literacy component of the course heavily covers materials that are needed for successfully joining the workforce.

4. 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.

Due to the demographics of our population, our school focuses predominantly on trade and vocational programs offered at the ATC at Daytona State College. The students within our school typically come from homes that have family members without higher education degrees. Therefore, our school's and teachers' goal is to introduce and encourage higher learning that will be applicable to their goals, ex. hairdresser, auto mechanic, and/or firefighter.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.   If teachers increase their use of Standards-Alligned Instruction, student achievement will increase.

Strategic Goals Detail

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

G1. If teachers increase their use of Standards-Alligned Instruction, student achievement will increase. 1a

🔑 G094617

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
ELA/Reading Gains	
Algebra I EOC Pass Rate	

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and Implementation

- Student attendance and lack of knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach

- Testing Data

- Professional Development

- EOC and FSA Practice Assessments

- CPALMS

Plan to Monitor Progress Toward G1. 8

Utilize a survey to be completed by teachers to assess their knowledge and skills on instructional shifts.

Person Responsible
Art Sands

Schedule
On 6/1/2018

Evidence of Completion
The results of the survey will help guide professional learning needs.

Plan to Monitor Progress Toward G1. 8

Attendance data

Person Responsible
Art Sands

Schedule
On 6/1/2018

Evidence of Completion
Monthly Compulsory Attendance Reports will be pulled and reviewed. Students with excessive absences will be contacted and encouraged to return to school.

Plan to Monitor Progress Toward G1. `8`

Students attaining a Level 3 on ELA/Algebra 1 EOC or making gains.

Person Responsible
Art Sands

Schedule
On 6/1/2018

Evidence of Completion
Test scores will be reviewed each time they are published throughout the school year.

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

G1. If teachers increase their use of Standards-Alligned Instruction, student achievement will increase. 1

🔑 G094617

G1.B1 Lack of knowledge and Implementation 2

🔑 B254357

G1.B1.S1 Professional development on standards 4

🔑 S268602

Strategy Rationale

If teachers increase their knowledge of standards-aligned instruction, student achievement will increase.

> Action Step(s) Missing for Goal #1, Barrier #1, Strategy #1
> Complete one or more action steps for this Strategy or de-select it

G1.B2 Student attendance and lack of knowledge 2

🔑 B254358

G1.B2.S1 If students are in school and engaged in their learning environment, student achievement will increase. 4

🔑 S268605

Strategy Rationale

Students will learn more if they are in school and will want to come to school if they are more actively involved in the learning process.

Action Step 1 5

Increasing student attendance and engagement.

Person Responsible

Art Sands

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

The administrator will gather attendance logs to determine which students need to have specific intervention to increase their daily attendance. Additionally, the administrator will work with teachers to increase classroom materials and activities that are geared toward student engagement. Teachers will send the administrator their lesson plans as evidence of their increased focus on student engagement.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monthly attendance reports

Person Responsible

Art Sands

Schedule

Monthly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Monthly attendance logs and lesson plans to demonstrate fidelity with the goal of increasing student engagement through increased attendance.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Daily attendance monitoring

Person Responsible

Art Sands

Schedule

Daily, from 8/14/2017 to 6/4/2018

Evidence of Completion

Daily attendance will be monitored and complied for both administrator and teacher use. Daily attendance will aid in monitoring if the students' difficulties with attendance are related to specific factors, such as day of the week, specific class or time of day. Learning more of the background on the daily attendance will aid the administrator in improving the overall attendance of the students. Moreover, daily attendance checks will assist the teachers and administrator in working with parents and/or guardians prior to the monthly attendance logs.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M382622	Utilize a survey to be completed by teachers to assess their knowledge and skills on instructional...	Sands, Art	8/8/2017	The results of the survey will help guide professional learning needs.	6/1/2018 one-time
G1.MA2 🔍 M382623	Attendance data	Sands, Art	8/14/2017	Monthly Compulsory Attendance Reports will be pulled and reviewed. Students with excessive absences will be contacted and encouraged to return to school.	6/1/2018 one-time
G1.MA3 🔍 M382624	Students attaining a Level 3 on ELA/ Algebra 1 EOC or making gains.	Sands, Art	8/14/2017	Test scores will be reviewed each time they are published throughout the school year.	6/1/2018 one-time
G1.B2.S1.MA1 🔍 M382620	Daily attendance monitoring	Sands, Art	8/14/2017	Daily attendance will be monitored and complied for both administrator and teacher use. Daily attendance will aid in monitoring if the students' difficulties with attendance are related to specific factors, such as day of the week, specific class or time of day. Learning more of the background on the daily attendance will aid the administrator in improving the overall attendance of the students. Moreover, daily attendance checks will assist the teachers and administrator in working with parents and/or guardians prior to the monthly attendance logs.	6/4/2018 daily
G1.B2.S1.MA1 🔍 M382621	Monthly attendance reports	Sands, Art	8/14/2017	Monthly attendance logs and lesson plans to demonstrate fidelity with the goal of increasing student engagement through increased attendance.	6/4/2018 monthly
G1.B2.S1.A1 🔍 A358105	Increasing student attendance and engagement.	Sands, Art	8/14/2017	The administrator will gather attendance logs to determine which students need to have specific intervention to increase their daily attendance. Additionally, the administrator will work with teachers to increase classroom materials and activities that are geared toward student engagement. Teachers will send the administrator their lesson plans as evidence of their increased focus on student engagement.	6/4/2018 monthly

V. Professional Development Opportunities

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

G1. If teachers increase their use of Standards-Alligned Instruction, student achievement will increase.

G1.B2 Student attendance and lack of knowledge

G1.B2.S1 If students are in school and engaged in their learning environment, student achievement will increase.

PD Opportunity 1

Increasing student attendance and engagement.

Facilitator

Nancy Blair, guidance counselor

Participants

Teachers on both Daytona and Deland Campuses

Schedule

Monthly, from 8/14/2017 to 6/4/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Increasing student attendance and engagement.	$0.00
		Total:	$0.00