

Volusia County Schools

Richard Milburn Academy



2019-20 Schoolwide Improvement Plan

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Richard Milburn Academy

1031 MASON AVE, Daytona Beach, FL 32117

<http://rmaflorida.org/>

Demographics

Principal: Artherly Sands S

Start Date for this Principal: 6/13/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year	2012-13	2011-12	2010-11	2010-11
Grade				

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SIP Authority

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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>.

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.

The mission of Richard Milburn Academy High School is to create and enhance educational opportunity and performance for all student populations that we serve; to deliver educational services through talented employees who value the dignity and ability of each student.

We help students to achieve!

Provide the school's vision statement.

The vision of Richard Milburn Academy is that teachers and staff work hard to provide the best educational experience for students. Parent partnership is a high priority and is essential for student success.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Sands, Art	Principal	<ol style="list-style-type: none"> 1. New hires are provided with developmental support by their site-based instructional coach, leadership team's members, and administrators through monthly meetings and targeted feedback. 2. On-going professional development training and PLC meetings are conducted to address areas of classroom management, instructional practices, learning standards, curriculum, reading and testing strategies, academic skill building, data analysis, and other academic related topics. 3. Leadership team's members hold celebrations for staff to support and develop teamwork (e.g. luncheons, teacher appreciation, personal thank you notes, and other forms of recognition). 4. We also involve teachers in the decision making process by asking for their input and feedback (e.g. at staff and PLC meetings, training sessions, and surveys).
Drewes, Margaret	Instructional Coach	
Johns, Richard	Teacher, K-12	math instructor; math PLC/Chair
Prince, Heather	School Counselor	Counseling and students' courses, credits, and graduation requirements and plans
Woods Jenkins, Latiffany	Administrative Support	Campus Adviser - students' discipline issues and other campus functions

Early Warning Systems

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	12	20	6	19	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	11	11	4	9	35
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	14	23	12	15	64	

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	31	39	20	63	153	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Thursday 6/13/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	49	60	25	20	154	
One or more suspensions	0	0	0	0	0	0	0	0	0	26	14	7	6	53	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	38	67	46	15	166	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	37	91	67	142	337	

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	2	17	13	4	36

Prior Year - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	49	60	25	20	154	
One or more suspensions	0	0	0	0	0	0	0	0	0	26	14	7	6	53	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	38	67	46	15	166	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	37	91	67	142	337	

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	2	17	13	4	36

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	52%	56%	0%	49%	53%
ELA Learning Gains	0%	49%	51%	0%	48%	49%
ELA Lowest 25th Percentile	0%	37%	42%	0%	37%	41%
Math Achievement	0%	48%	51%	0%	50%	49%
Math Learning Gains	0%	49%	48%	0%	42%	44%
Math Lowest 25th Percentile	0%	38%	45%	0%	34%	39%
Science Achievement	0%	76%	68%	0%	72%	65%
Social Studies Achievement	0%	69%	73%	0%	68%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	12 (49)	20 (60)	6 (25)	19 (20)	57 (154)
One or more suspensions	11 (26)	11 (14)	4 (7)	9 (6)	35 (53)
Course failure in ELA or Math	0 (38)	0 (67)	0 (46)	0 (15)	0 (166)
Level 1 on statewide assessment	0 (37)	0 (91)	0 (67)	0 (142)	0 (337)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	10%	51%	-41%	55%	-45%
	2018	21%	50%	-29%	53%	-32%
Same Grade Comparison		-11%				
Cohort Comparison						
10	2019	8%	50%	-42%	53%	-45%
	2018	8%	49%	-41%	53%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	16%	72%	-56%	67%	-51%
2018	5%	65%	-60%	65%	-60%
Compare		11%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	11%	63%	-52%	70%	-59%
2018	17%	63%	-46%	68%	-51%
Compare		-6%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	6%	54%	-48%	61%	-55%
2018	14%	57%	-43%	62%	-48%
Compare		-8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	3%	55%	-52%	57%	-54%
2018	3%	55%	-52%	56%	-53%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		27						5		38	
BLK		20					9	4		18	
HSP										14	
WHT	7	20		12			9	16		14	
FRL	5	22		7	8		15	10		15	
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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	9
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	69
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	64%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	7
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	14
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	

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%	
White Students	
Federal Index - White Students	13
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
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%	

Analysis

Data Reflection

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

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

Reading comprehension and other skill data areas (especially key ideas and details, integration of knowledge and ideas, and text-based writing) on ELA FSA tests and Algebra and modeling, statistics and the number system, and all skill areas in geometry (e.g. triangles, circles, measurement, equations, and modeling, etc.) on Algebra1 and Geometry EOC's.

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

Factors: Changes in staffing, increase in new students at both campuses , and some students not attending school, tutoring, boot camps, and/or reading and test preparation and practice sessions consistently.

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

data skill areas, testing attendance, and daily school attendance (70% to 90%).

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

ACT scores 37% students (or 27 students) passed in October 2018 and 33% of students (or 15 students) passed in February 2019, which increased the amount of seniors, who received their diplomas upon graduation (50% with 4 year cohort).

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

ELA FSA - Key ideas and details, craft and structure, integration of knowledge and ideas, language and editing, and text-based writing

Algebra and Geometry EOC's - Algebra and modeling, functions and modeling, and statistics and the number system; congruence, similarity, right triangles, and trigonometry; circles, geometric measurement, and geometric properties with equations; and modeling with geometry

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

1. Interventions for Reading/math academic skills (e.g. data based skill areas), and testing outcomes (Reading 180, tutoring, boot camps, reading curriculum and daily classroom interventions, technology use, across curriculum, critical thinking, reading and testing strategies, testing preparation and practice sessions, and ESE/ELL accommodations and differentiated instruction.
2. Daily attendance and testing attendance (e.g. phone calls, data chats, Connect-Ed, parent-teacher-student conferences, mentoring, activities/incentives/events, and other monitoring/interventions)
3. Teachers' trainings, PLC meetings, ERPL's, and other professional development.
4. Effective instructions and lesson plans based upon data skill areas, learning standards, and curriculum guides/maps.
5. Instructional coaching sessions combined with steps and items #'s 1-4.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	ESSA Data for the following subgroups: White, Black, Hispanic, are below 41%
State the measurable outcome the school plans to achieve	Student performance - increase of students' scores on ELA FSA by 3%.
Person responsible for monitoring outcome	Margaret Drewes (mmdrewes@volusia.k12.fl.us)
Evidence-based Strategy	<p>SQ3R's (Kuijk, 2017; Artis, 2008; and Robinson, 1970)</p> <ul style="list-style-type: none"> • Survey • Question • Read • Recite • Review
Rationale for Evidence-based Strategy	SQ3R's strategy to help students to improve their reading comprehension, fluency, critical thinking (e.g. varied levels of questioning), context clues, deductive reasoning, determine point of view, central idea, claims, reasoning, sequencing of events, cause/effect, and other key ideas, concepts, and details, understanding elements of fiction, academic language, irony, and figurative language, summarizing/annotation abilities, and drawing of inferences from text-based evidence.
Action Step	
Description	<ol style="list-style-type: none"> 1. Reading interventions (e.g. Reading 180, classroom instruction, Rti, and technology use) 2. tutoring and boot camps (e.g. applying reading and testing strategies, reading sessions, test preparation, test practice sessions) 3. Teachers' PD trainings, ERPL's, and PLC meetings for lesson plans, effective and data base instruction, learning standards, curriculum guidelines and maps, learning activities, reading across curriculum, and testing practice, etc. 4. data chats and conferences with teachers, guidance counselors, reading coach, administrators, parents, and students 5. Instructional coaching sessions combined with steps #'s 1-4
Person Responsible	Margaret Drewes (mmdrewes@volusia.k12.fl.us)

#2	
Title	Math
Rationale	ESSA Data for the following subgroups: White, Black, and Hispanic, are below 41%.
State the measurable outcome the school plans to achieve	Students' performance on math EOC's for Algebra I and Geometry to increase with students' scores by 3%.
Person responsible for monitoring outcome	Richard Johns (rljohns@volusia.k12.fl.us)
Evidence-based Strategy	<p>F.A.S.T. D.R.A.W. (Tok & Keskin, 2012; Mercer & Miller, 1997; and Cassel & Reid, 1996)</p> <p>- Self-regulated strategy instruction method for increasing math problem solving skills; targets self-teaching, self-monitoring, and self-support strategies for identifying salient math words in sentences, determining and completing operation, and checking accuracy</p> <ul style="list-style-type: none"> • Teaches 8-step math word problems strategy and self-regulation • The mnemonic FAST DRAW cues students, can use as checklist
Rationale for Evidence-based Strategy	We are using diverse teaching, testing, and reading methods, resources, materials, and websites to engage students and to help different learners to improve their accuracy and fluency during math calculations, problem solving steps, solving equations, applying theorems and formulas, and solving word problems.
Action Step	
Description	<ol style="list-style-type: none"> 1. Reading and Math skills, strategies, and classroom interventions across curriculum 2. Tutoring and boot camps for applying reading and math problem solving strategies, testing preparation, and test practice sessions. 3. Teachers' PD trainings, ERPL's, and PLC meetings for lesson plans, effective and data base instruction, learning standards, curriculum guidelines and maps, learning activities, reading across curriculum, math problem solving, and testing practice, etc. 4. data chats and conferences with teachers, guidance counselors, reading coach, administrators, parents, and students 5. instructional coaching sessions combined with steps #'s 1-4
Person Responsible	Richard Johns (rljohns@volusia.k12.fl.us)

#3	
Title	Graduation Rate
Rationale	ESSA Data for the following subgroups: White, Black, and Hispanic, are below 41%.
State the measurable outcome the school plans to achieve	Students' performance on ELA FSA, Reading ACT, and math EOC's for Algebra I and Geometry to increase students' scores by 3%, GPA 2.0 and/or better, completion of 18 credits or 24 credits per graduation plan; therefore, increase graduation rates by 3%.
Person responsible for monitoring outcome	Art Sands (assands@volusia.k12.fl.us)
Evidence-based Strategy	SQ3R's (Kuijk, 2017; Artis, 2008; and Robinson, 1970); F.A.S.T. D.R.A.W. (Tok & Keskin, 2012; Mercer & Miller, 1997; and Cassel & Reid, 1996); Gomperts, J. & Nagaoka, J. Edweek (2017). Six Ways to Improve High School Graduation Rates; Hanover Research, District Administration Practice. (2014). Best practices in Raising High School Graduation Rates
Rationale for Evidence-based Strategy	We are using diverse teaching, testing, and reading methods, resources, materials, and websites to engage students and to help different learners to improve their accuracy and fluency during math calculations, problem solving steps, solving equations, applying theorems and formulas, and solving word problems. Additionally, the SQ3R's strategy will also help students to improve their reading comprehension, fluency, critical thinking (e.g. varied levels of questioning), context clues, deductive reasoning, determine point of view, central idea, claims, reasoning, sequencing of events, cause/effect, and other key ideas, concepts, and details, understanding elements of fiction, academic language, irony, and figurative language, summarizing/annotation abilities, and drawing of inferences from text-based evidence.
Action Step	
Description	<ol style="list-style-type: none"> 1. Reading and Math skills, strategies, and classroom interventions across curriculum 2. Tutoring and boot camps for applying reading and math problem solving strategies, testing preparation, and test practice sessions. 3. Teachers' PD trainings, ERPL's, and PLC meetings for lesson plans, effective and data base instruction, learning standards, curriculum guidelines and maps, learning activities, reading across curriculum, math problem solving, and testing practice, etc. 4. SLT will conduct data chats, monitor attendance, credits, and grades, and have grad plan conferences with teachers, guidance counselors, reading coach, administrators, parents, and students including all grade levels, Project 10 students/seniors, and ESE/ELL students. 5. instructional coaching sessions combined with steps #'s 1-4
Person Responsible	Art Sands (assands@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Area(s) of Focus (Improving student performance on ELA Reading FSA and Algebra/Geometry EOC's scores; increasing graduation rate) - The leadership team's members, the instructional coach, and administrators are addressing these Areas of Focus by continually training, coaching, and meeting with our teachers during ERPI's, PLC's, post observation conferences, and coaching sessions to guide, discuss, and instruct them on effective teaching methods, curriculum guides, data skill areas and learning standards based instruction, lesson plans, interactive and student driven learning activities, projects, technology use, projects, critical thinking, reading and testing strategies, data chats, tutoring, and student learning analysis.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The parents, families, and community members attend open houses, school and community events, graduation, parent education, and board meetings. They participate in phone conferences and in-person meetings. They answer surveys. They receive messages and information via Connect Ed, mid-term progress reports, report cards, e-mails, and newsletters. Migrant and Homeless student outreach is made available to students and their families.

PFEP Link

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

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.

We provide orientation which allows the students to become familiar with the building before school starts and to meet staff and faculty as well as other students. The students also meet with the guidance counselor as needed for academic and social-emotional needs in addition to grad plan reviews, credit checks, schedules, and grades.

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

The SLT uses the Needs Assessment, surveys, and testing scores' data to determine the school's strengths and weaknesses. The Needs Assessment and data helps to evaluate and set goals for the instructional methods, testing preparation and practice sessions, tutoring, resources, materials, curriculum, and priorities in order to increase student performance. It also drives our leadership decision-making process regarding these materials, resources, curriculum, testing and reading strategies, learning methods, and other interventions. The instructional coach will also continue to train and guide all teachers on how to instruct (across curriculum and subject areas) more effectively with data skill area and learning standards based learning methods and activities in order to increase students' overall performance, academic skills, grades, reading comprehension, graduation rate, and standard test scores on ELA FSA and math EOC's.

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.

The counselor will meet with students to discuss their post-high school plans and grad plans (G.P.A., credits, and test scores). The students will attend career days, guest speakers, field trips, and assemblies on how to register for SAT and ACT, apply to different careers, colleges (e.g. DSC, ATC, Kaiser, Embry-Riddle, UCF, and Bethune, etc.), trade programs, and branches of the military. The leadership team's members also meet as a committee and with the teachers regarding these students' grad plans, career choices, college plans, testing scores/data, and project ten data and goals.

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

In addition to the events, strategies, steps, and interactive discussions and activities with the students, the school has partnerships with Volusia County Schools, Junior Achievement, Stewart-Marchman, Department of Juvenile Justice, Department of Children and Families, and other outreach and mentoring programs.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA	\$0.00
2	III.A.	Areas of Focus: Math	\$0.00
3	III.A.	Areas of Focus: Graduation Rate	\$0.00
Total:			\$0.00