

Volusia County Schools

Legacy Scholars Academy



2020-21 Schoolwide Improvement Plan

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Legacy Scholars Academy

51 CHILDRENS WAY, Enterprise, FL 32725

<http://www.flumc.org/newsdetail/1731144>

Demographics

Principal: Albert Chandler B

Start Date for this Principal: 1/16/2019

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2019-20 Title I School | Yes |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 85% |
| 2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | White Students* Economically Disadvantaged Students |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Legacy Scholars Academy

51 CHILDRENS WAY, Enterprise, FL 32725

<http://www.flumc.org/newsdetail/1731144>

School Demographics

| School Type and Grades Served (per MSID File) | 2019-20 Title I School | 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Combination School KG-12 | Yes | % |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Alternative Education | No | % |

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Legacy Scholars Academy is committed to ensuring that all students have a comprehensive support system that will ultimately foster emotional and academic success.

Provide the school's vision statement.

The Legacy Scholars Academy Family envisions a climate of nurturing and trust where all students will have the opportunity for a high-quality, 21st-century education and graduate prepared for college, career and life.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|-------------------|------------------------|--|
| Chandler, Al | Principal | school-based leadership, evaluations, school |
| McAdams, Claire | Administrative Support | |
| George, Tracy | Paraprofessional | |
| Stilwell, Melissa | Teacher, K-12 | |

Demographic Information

Principal start date

Wednesday 1/16/2019, Albert Chandler B

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

8

Demographic Data

| | |
|--|--|
| 2020-21 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2019-20 Title I School | Yes |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 85% |
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| 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 . | |

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 | 3 | 6 | 9 | 9 | 5 | 3 | 0 | 35 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 7/28/2020

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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 10 | 2 | 4 | 7 | 3 | 1 | 34 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 2 | 1 | 3 | 0 | 0 | 14 |

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

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

The number of students identified as retainees:

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

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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 10 | 2 | 4 | 7 | 3 | 1 | 34 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 2 | 1 | 3 | 0 | 0 | 14 |

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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% | 54% | 61% | 0% | 55% | 57% |
| ELA Learning Gains | 0% | 53% | 59% | 0% | 56% | 57% |
| ELA Lowest 25th Percentile | 0% | 44% | 54% | 0% | 43% | 51% |
| Math Achievement | 0% | 55% | 62% | 0% | 54% | 58% |
| Math Learning Gains | 0% | 52% | 59% | 0% | 52% | 56% |
| Math Lowest 25th Percentile | 0% | 45% | 52% | 0% | 47% | 50% |
| Science Achievement | 0% | 61% | 56% | 0% | 56% | 53% |
| Social Studies Achievement | 0% | 72% | 78% | 0% | 75% | 75% |

| EWS Indicators as Input Earlier in the Survey | | | | | | | | | | | | | | | |
|---|-----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|-------|
| Indicator | Grade Level (prior year reported) | | | | | | | | | | | | | Total | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

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

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | | | | | |
| | 2018 | 0% | 56% | -56% | 57% | -57% |
| Cohort Comparison | | | | | | |
| 04 | 2019 | | | | | |
| | 2018 | 0% | 54% | -54% | 56% | -56% |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | | | | | |
| | 2018 | 0% | 51% | -51% | 55% | -55% |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | 0% | 50% | -50% | 54% | -54% |
| | 2018 | 0% | 48% | -48% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | 0% | 47% | -47% | 52% | -52% |
| | 2018 | 0% | 47% | -47% | 51% | -51% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | 0% | 50% | -50% | 56% | -56% |
| | 2018 | 0% | 56% | -56% | 58% | -58% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2019 | 0% | 51% | -51% | 55% | -55% |
| | 2018 | 0% | 50% | -50% | 53% | -53% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 10 | 2019 | 0% | 50% | -50% | 53% | -53% |
| | 2018 | 0% | 49% | -49% | 53% | -53% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | | | | | |

| MATH | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 0% | 58% | -58% | 62% | -62% |
| Cohort Comparison | | | | | | |
| 04 | 2019 | | | | | |
| | 2018 | 0% | 60% | -60% | 62% | -62% |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | | | | | |
| | 2018 | 0% | 57% | -57% | 61% | -61% |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | 0% | 48% | -48% | 55% | -55% |
| | 2018 | 0% | 49% | -49% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | 0% | 47% | -47% | 54% | -54% |
| | 2018 | 0% | 44% | -44% | 54% | -54% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | 0% | 29% | -29% | 46% | -46% |
| | 2018 | 0% | 37% | -37% | 45% | -45% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | | | | | |
| | 2018 | 0% | 56% | -56% | 55% | -55% |
| Cohort Comparison | | | | | | |
| 08 | 2019 | 0% | 57% | -57% | 48% | -48% |
| | 2018 | 0% | 60% | -60% | 50% | -50% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 50% | 72% | -22% | 67% | -17% |
| 2018 | 10% | 65% | -55% | 65% | -55% |
| Compare | | 40% | | | |

| CIVICS EOC | | | | | |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 68% | -68% | 71% | -71% |
| 2018 | 0% | 66% | -66% | 71% | -71% |

| CIVICS EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| Compare | | 0% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 63% | -63% | 70% | -70% |
| 2018 | 0% | 63% | -63% | 68% | -68% |
| Compare | | 0% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 20% | 54% | -34% | 61% | -41% |
| 2018 | 0% | 57% | -57% | 62% | -62% |
| Compare | | 20% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 55% | -55% | 57% | -57% |
| 2018 | 10% | 55% | -45% | 56% | -46% |
| Compare | | -10% | | | |

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 |
| WHT | 17 | | | 17 | | | | | | | |
| FRL | 15 | 47 | | 14 | 14 | | 33 | | | | |
| 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 |

| ESSA Federal Index | |
|---|-----|
| OVERALL Federal Index – All Students | 25 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 123 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 97% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | |
| Students With Disabilities Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |

| Hispanic Students | |
|--|-----|
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 17 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 2 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 25 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 2 |

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.

Math Achievement and Learning Gains. All of our students are residents of the Children's Home and in the Foster Care system. They have social and emotional issues that impact their learning. Mobility rates during the year and from year to year; Family/adoption/foster care issues.

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

Math Learning Gains. All of our students are residents of the Children's Home and in the Foster Care system. They have social and emotional issues that impact their learning. Mobility rates during the year and from year to year; Family/adoption/foster care issues.

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.

Civics. All of our students are residents of the Children's Home and in the Foster Care system. They have social and emotional issues that impact their learning. Mobility rates during the year and from year to year; Family/adoption/foster care issues.

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

ELA Learning Gains; SEL instruction and strategies.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Students scoring level 1 on state assessments.

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

1. Social Emotional Wellness and Learning
2. Math proficiency
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus All of our students are residents of the Children's Home and in the Foster Care system.
Description and Rationale: They have social and emotional issues that impact their learning. Mobility rates during the year and from year to year; multiple placements within the foster care system.

Measurable Outcome: Reduction in referrals
 Increase in math learning gains to 50%
 Increase in ELA learning gains to 50%
 The ABCs of SEL (or, the Impact of Social-Emotional Learning) by Samuel T. Moulton, PhD (Jan 28, 2019) found that Social Emotional Learning has a significant, positive correlations with attendance, behaviors and course performance.

Person responsible for monitoring outcome: Al Chandler (abchandler@volusia.k12.fl.us)

Evidence-based Strategy: Integration of skill instruction and practices that support SEL within the context of an academic curriculum. SEL instruction and practice using RULER. RULER is an evidence-based approach to SEL developed at the Yale Center for Emotional Intelligence.

Rationale for Evidence-based Strategy: Our students are in the foster care system and their social emotional needs have a large impact on learning. The ABCs of SEL (or, the Impact of Social-Emotional Learning) by Samuel T. Moulton, PhD (Jan 28, 2019) found that Social Emotional Learning has a significant, positive correlations with attendance, behaviors and course performance.

Action Steps to Implement

1. Create Master Schedule that includes SEL
2. Set PLC meeting time, expectations and focus
3. Conduct collaborative planning sessions (middle and high school) for SEL/RULER instruction
4. Develop leadership/support team for SEL/RULER
5. PL on RULER
6. Learning walks during SEL instruction
7. Monitor SEL/RULER instruction through walkthroughs and feedback

Person Responsible Al Chandler (abchandler@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Math proficiency will be addressed through after school tutoring and small group instruction during math classes.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Upon admission to FUMCH, students are assigned house parents who act as the parental unit while they are living at the children's home. Planners go home every day to communicate educational and behavioral information with house Parents. Parents will be surveyed at the Title I meeting to get input on how to spend any Title I funds.

Parent Family and Engagement Plan (PFEP) Link

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