

Volusia County Schools

Richard Milburn Academy



2021-22 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: 6/23/2003

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	

* 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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Richard Milburn Academy

1031 MASON AVE, Daytona Beach, FL 32117

<http://rmaflorida.org/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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				

School Board Approval

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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 is to prepare all students to become lifelong learners and responsible adults ready to meet the challenges of the future. The goal of our highly talented faculty and staff is to create learning opportunities for students, both inside and outside the classroom, that help them develop the knowledge, skills, and character necessary to succeed.

Provide the school's vision statement.

The vision of Richard Milburn Academy is to develop balanced, confident and responsible individuals who aspire to achieve their full potential. We welcome both traditional and non-traditional students for who they are. We will provide a welcoming, secure, and compassionate educational environment in which everyone is equal and all achievements are celebrated.

DREAM, BELIEVE, ACHIEVE

LEARNERS TODAY

LEADERS TOMORROW

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Sands, Art	Principal	<p>1. New hires are provided with developmental support by their site-based instructional coach, leadership team's members, and administrators through weekly and monthly meetings and targeted feedback.</p> <p>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, testing review, preparation, and practice sessions, remediation, tutoring, cross-curriculum and common planning, instruction, assessments, and learning activities, and other academic related topics.</p> <p>3. Leadership team's members hold celebrations for staff to support and develop teamwork (e.g. luncheons, teachers' appreciation events, personal thank you notes, and other forms of recognition).</p> <p>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).</p>
Tonger, Janice	Instructional Coach	Instructional Coach - coaching, training, and mentoring teachers regarding curriculum, testing, academic goals, students' gains and progress, learning, testing, and reading strategies, methods, resources, materials, remediation, and other academic items in-person and on-line.
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
Wyatt, Veronica	Teacher, K-12	Science Instructor

Name	Position Title	Job Duties and Responsibilities
Bryant, Tony	Teacher, K-12	Math Instructor

Demographic Information

Principal start date

Monday 6/23/2003, Artherly Sands S

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

12

Total number of students enrolled at the school

535

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	114	138	46	237	535
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	21	67	14	116	218
One or more suspensions	0	0	0	0	0	0	0	0	0	29	33	6	32	100
Course failure in ELA	0	0	0	0	0	0	0	0	0	34	51	9	70	164
Course failure in Math	0	0	0	0	0	0	0	0	0	10	28	8	27	73
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	64	73	27	236	400
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	53	62	16	152	283
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	64	73	27	236	400

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	73	98	24	109	304

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	29	44	11	94	178
Students retained two or more times	0	0	0	0	0	0	0	0	0	22	37	18	157	234

Date this data was collected or last updated

Thursday 6/3/2021

2020-21 - 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	0	0	0	73	69	51	164	357
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	48	40	127	274
One or more suspensions	0	0	0	0	0	0	0	0	0	29	17	10	10	66
Course failure in ELA	0	0	0	0	0	0	0	0	0	33	8	19	9	69
Course failure in Math	0	0	0	0	0	0	0	0	0	19	4	11	5	39
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	51	44	32	102	229
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	44	34	15	42	135

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	63	50	36	101	250	

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	32	23	19	21	95	
Students retained two or more times	0	0	0	0	0	0	0	0	0	27	24	20	54	125	

2020-21 - 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	0	0	0	73	69	51	164	357	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	48	40	127	274	
One or more suspensions	0	0	0	0	0	0	0	0	0	29	17	10	10	66	
Course failure in ELA	0	0	0	0	0	0	0	0	0	33	8	19	9	69	
Course failure in Math	0	0	0	0	0	0	0	0	0	19	4	11	5	39	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	51	44	32	102	229	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	44	34	15	42	135	

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	63	50	36	101	250	

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	32	23	19	21	95	
Students retained two or more times	0	0	0	0	0	0	0	0	0	27	24	20	54	125	

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

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					52%	56%		51%	56%
ELA Learning Gains					49%	51%		47%	53%
ELA Lowest 25th Percentile					37%	42%		37%	44%
Math Achievement					48%	51%		49%	51%
Math Learning Gains					49%	48%		50%	48%
Math Lowest 25th Percentile					38%	45%		44%	45%
Science Achievement					76%	68%		71%	67%
Social Studies Achievement					69%	73%		66%	71%

Grade Level Data Review - State Assessments

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
09	2021					
	2019	10%	51%	-41%	55%	-45%
Cohort Comparison						
10	2021					
	2019	8%	50%	-42%	53%	-45%
Cohort Comparison		-10%				

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
2021					
2019	16%	72%	-56%	67%	-51%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	11%	63%	-52%	70%	-59%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	6%	54%	-48%	61%	-55%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	3%	55%	-52%	57%	-54%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA all grade levels, DIA and VLT tests; Math DIA tests; Science Biology DIA tests; Social Studies- US History DIA tests.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	78/10	72/25	38/24
	Economically Disadvantaged	61/10	53/28	26/27
	Students With Disabilities	26/4	32/19	13/31
	English Language Learners	9/11	14/21	9/11
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52/2	62/18	46/3
	Economically Disadvantaged	36/3	46/17	35/31
	Students With Disabilities	15/0	25/16	18/39
	English Language Learners	7/0	9/11	11/27
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	36/22	19/16	17/35
	Economically Disadvantaged	29/21	13/15	11/36
	Students With Disabilities	18/11	8/13	8/25
	English Language Learners	3/0	3/33	4/25
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/57	5/60	7/71
	Economically Disadvantaged	7/57	5/60	5/80
	Students With Disabilities	4/50	1/0	4/75
	English Language Learners	2/50		2/100

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66/9	44/11	33/21
	Economically Disadvantaged	52/12	36/14	28/25
	Students With Disabilities	19/0	8/0	12/8
	English Language Learners	8/0	6/0	4/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17/0	30/17	16/56
	Economically Disadvantaged	15/0	27/19	12/58
	Students With Disabilities	5/0	10/20	8/50
	English Language Learners		1/0	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	96/15	45/16	23/43
	Economically Disadvantaged	85/15	40/18	20/50
	Students With Disabilities	26/8	12/17	9/44
	English Language Learners	13/8	8/25	3/33
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	17/24	24/33	13/46
	Economically Disadvantaged	14/29	23/35	11/36
	Students With Disabilities	3/33	6/0	6/83
	English Language Learners	1/0		

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/18	26/12	4/25
	Economically Disadvantaged	17/18	17/18	2/0
	Students With Disabilities	7/0	9/11	1/0
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/0	19/5	8/25
	Economically Disadvantaged	6/0	11/0	4/0
	Students With Disabilities	3/0	4/0	2/0
	English Language Learners		1/0	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	21/19	9/0	3/33
	Economically Disadvantaged	16/19	6/0	2/50
	Students With Disabilities	5/20	3/0	1/100
	English Language Learners	4/50	2/0	1/0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/5	24/9	4/50
	Economically Disadvantaged	14/7	12/25	3/33
	Students With Disabilities	3/0	6/0	
	English Language Learners	2/0	3/0	

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	136/24	144/31	5/0
	Economically Disadvantaged	114/20	117/30	4/0
	Students With Disabilities	48/15	40/20	2/0
	English Language Learners	14/0	14/14	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30/0	60/20	19/42
	Economically Disadvantaged	23/0	44/20	13/38
	Students With Disabilities	12/0	24/13	5/20
	English Language Learners	3/0	8/23	2/0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	66/18	24/21	6/50
	Economically Disadvantaged	57/21	19/21	3/67
	Students With Disabilities	19/21	11/27	4/50
	English Language Learners	6/17	3/0	2/50
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	73/37	82/40	15/53
	Economically Disadvantaged	58/31	65/42	11/55
	Students With Disabilities	20/30	23/26	5/80
	English Language Learners	2/50	5/20	1/100

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD										53	6
BLK										59	6
HSP										81	12
WHT				8						63	3
FRL				3	20					65	4

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	116
Total Components for the Federal Index	7
Percent Tested	22%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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

Native American Students	
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	22
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	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	25
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	15
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

RMA is closing learning gaps across grade levels, in comparison to state achievement levels. This is especially true of classes emphasizing key words and thinking strategies.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Student reading levels must increase. Student achievement in mathematics must increase.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students often enroll with large learning deficits. Commonalities in practice, language, technology and planning will help. Increasing student engagement, teacher awareness, and establishing high academic expectations will continue to close learning gaps.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Student graduation rates rose to 50% instead of the projected number.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Students raised their GPAs, and earned a concordant score on the ACT/NCR. Teacher and administrative focus was on being available to students in the greatest danger of not graduating.

What strategies will need to be implemented in order to accelerate learning?

Commonalities in practice, language, technology and planning will help. Increasing student engagement, teacher awareness, and establishing high academic expectations will continue to close learning gaps.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teacher's will be afforded professional development opportunities in SEL training to increase teacher awareness and strengthen teacher/student relationships. PD opportunities in CANVAS, our learning platform, as well as other available technology will increase student engagement. Guided, deeper, and intentional conversations between PLCs will work to establish high academic expectations across content areas.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Data chats with our SLT members, especially our Academic Coach and teachers will show the correlation between teacher processes and student achievement. Additionally, teachers will be shown and guided to resources increasing engagement, but reducing workload so that neither students or teachers are overwhelmed with the work necessary to close learning gaps and graduate students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ESSA Data for the following subgroups: White, Black, Hispanic are below 41%. The teachers and academic team will be collaborating, discussing, analyzing, creating, monitoring, reviewing, revising, and adjusting learning, reading, and testing strategies, instructional methods, remediation, curriculum, learning activities, assignments, assessments, content review sessions, and test preparation and practice sessions as needed based upon the students' progress, data base skill areas, learning standards, curriculum guides, tests results and levels, students' specific needs and accommodations (e.g. ESE I.E.P.'s, 504's, and ELL learning plans) in order to ensure students' learning gains for reading and academic skills, increased test scores, content retention, general knowledge, and overall progress, grades, and credits completed.
Measurable Outcome:	The students' performance for ELA FSA tests' scores and academic skill gains will increase by 3%.
Monitoring:	This will be monitored by walk-through observations by members of the School Leadership Team, as well as future surveys of students and parents.
Person responsible for monitoring outcome:	Janice Tonger (jctonger@volusia.k12.fl.us)
Evidence-based Strategy:	ELA/Reading and writing strategies with SQ3R's (Survey, Question, Read, Recite, and Review, Kuyk, 2017; Artis, 2008.; and Robinson, 1970); and, other multi-step strategies for: predicting, drawing inferences, questioning, summarizing and annotating, finding main ideas and key details with text-based evidence, using KWL, graphic organizers, and graphic organizers, synthesizing, and using context clues, etc. (Beers et. al., 2003; Zwiers et.al., 2011; Kruse, 2020, Edutopia.org, 2020).
Rationale for Evidence-based Strategy:	These reading, learning, and testing strategies will assist and guide our students to read more effectively and accurately by improving their overall reading comprehension, Lexile reading levels and scores, writing abilities, annotating and summarizing skills and abilities, fluency, vocabulary, general knowledge, literacy, literature background, critical thinking, responding to advance level of questioning, deductive reasoning, drawing inferences, finding main ideas and key details with text-based evidence, determining cause and effect, identifying sequencing of events, applying context clues, interpreting text features, determining craft and structure, determining point of view, central idea, claims, reasons, conflicts, irony, figurative language, and elements of fiction and non-fiction including seminal documents.

Action Steps to Implement

1. ELA/Reading teachers and other academic team members will implement reading, writing, and testing interventions (e.g. Read 180, Achieve 3000, myhrw.com, School City, study.com, Nearpod, Canvas, and Kahoot!), strategies, and differentiated instruction to promote students' reading comprehension, overall literacy, writing, learning gains, and FSA's scores.

Person Responsible Janice Tonger (jctonger@volusia.k12.fl.us)

2. ELA/Reading teachers will tutor all students and add academic skill building, test review, preparation, and practice boot camps, which include all students with specific learning needs and accommodations (e.g. ESE, 504's, and ELL's).

Person Responsible Janice Tonger (jctonger@volusia.k12.fl.us)

3. ELA/Reading teachers will participate in PD training and meetings: PLC, SLT, SIP, data chats, Project 10, graduation plans, ESE's I.E.P's, and ELL's Reviews..

Person Responsible Janice Tonger (jctonger@volusia.k12.fl.us)

4. At PLC meetings and data conferences, ELA/Reading teachers will create, discuss, analyze, monitor, and revise lessons, learning activities, assignments, and assessments to ensure effective and learning standard and data base instruction in order to close learning gaps, increase all academic skills, and test scores.

Person Responsible Janice Tonger (jctonger@volusia.k12.fl.us)

5. Instructional coaching sessions combined with steps #'s 1-4.

Person Responsible Janice Tonger (jctonger@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	ESSA Data for the following subgroups: White, Black, and Hispanic are below 41%. The math teachers and the academic team will collaborate, design, analyze, and revise effect instruction, learning activities, math problem solving strategies, remediation, assessments, and testing review, preparation, and practice to engage, encourage, and challenge our students; so that, they can improve their problem solving skills, accuracy in calculations, applying formulas and theorems, interpreting and extrapolating statistics, graphs, charts, and tables, and overall retention and learning gains for all mathematical skill areas and levels of questioning in EOC formats. The math teachers and other members of the academic team will include all students' specific learning needs and accommodations (e.g. ESE's I.E.P.'s, 504's, and ELL students' learning plans) during all instruction, learning activities, remediation sessions, assessments, and test preparation and practice sessions.
Measurable Outcome:	Students' performance for test scores and academic skill areas on math EOC's for Algebra I and Geometry will increase by 3%.
Monitoring:	This Area of Focus will be monitored by attendance data increased by X %, discipline data decreased by X%, and DIA testing data increased scores by X%.
Person responsible for monitoring outcome:	Tony Bryant (tlbryant@volusia.k12.fl.us)
Evidence-based Strategy:	Math problem solving strategies: F.A.S.T. Draw (Find, Ask, Set, Tie, Discuss, Read, Answer, and Write, Tok & Keskin, 2012; Mercer & Miller, 1997; and Cassel & Reod. 1996), R.I.D.E. (Remember, Identify, Determine, and Enter; Mercer et.al., 2011; Locke, Rowan University, 2016), TINS (Thought, Information, Number Sentences, and Solution Sentences, Owens, 2003), STAR (Search, Translate, Answer, and Review, Peltier & Vannest, 2016), and Reciprocal Peer Tutoring (Fuchs, et.al., 2008).
Rationale for Evidence-based Strategy:	These mathematical learning strategies will benefit our students by helping them to effectively and accurately solve word problems and equations with step-by-step and self-check methods in addition to increasing the accuracy of their calculations, applying formulas and theorems, and retention of mathematical content and terms. The math teachers and academic team will create, analyze, monitor, and adjust their instructions, learning activities, collaborative discussions, peer tutoring, assignments, drill and practice, remediation, and assessments based upon students' progress, test scores, data for skill based areas, learning standards, curriculum maps and guidelines, and EOC content, level of questioning, academic language.

Action Steps to Implement

1. Math teachers and other academic team members will implement, instruct, and guide students with varied methods, assignments, assessments, and strategies to improve their reading, writing, critical thinking, and math problem solving skills, calculations, and accuracy.

Person Responsible Janice Tonger (jctonger@volusia.k12.fl.us)

2. The math teachers will remediate, tutor, and review with students during class, testing preparation and practice boot camps, and after school. Students will apply math problem solving strategies, formulas,

terms, theorems, and steps. All students' specific learning needs and accommodations will be included (e.g. ESE, 504's, and ELL).

Person Responsible Janice Tonger (jctonger@volusia.k12.fl.us)

3. The math teachers will participate in PD training and meetings: PLCs, SLT, data chats, Project 10, graduation, ESE's I.E.P., 504's, and ELL's reviews.

Person Responsible Janice Tonger (jctonger@volusia.k12.fl.us)

4. During PLC meetings and data conferences, the math teachers will create, discuss, analyze, monitor, and revise lessons, labs, assignments, and assessments in align with EOC's skill areas and learning standards to improve students' math problem solving, calculating, learning gains, and EOC's test scores. The math teachers will research, utilize, and implements skill building assignments, problem solving assignments, word problems and equations, geometric proofs to solve, assessments, test review and practice for multi-level questions, resources, supplements, math problems and/or equations from Algebra and Math Nation to instruct and prepare the students for the EOC's in algebra and geometry, which are aligned with the learning standards and curriculum maps and guidelines.

Person Responsible Janice Tonger (jctonger@volusia.k12.fl.us)

5. Instructional coaching sessions combined with steps #'s 1-4.

Person Responsible Janice Tonger (jctonger@volusia.k12.fl.us)

#3. Instructional Practice specifically relating to Graduation**Area of Focus
Description and Rationale:**

Graduation Rate - ESSA Data for the following subgroups: White, Black, and Hispanic, are below 41%. The academic team will collaborate during SLT Team meetings, PLC meetings, and other faculty meetings in order to create and implement effective and common instruction, learning activities, assessments, skill building interventions, reading, learning, and testing strategies, and testing review, preparation, and practice sessions for all students to graduate and succeed in the work force, at college, at trade schools, and/or in the military branches. The academic teams will discuss, analyze, and monitor all students' testing data, academic skill areas, grades, credits, and overall progress to adjust any instruction, assignments, assessments, and remediation sessions to ensure the students' success and graduation requirements including ESE I.E.P., 504, and ELL students and their accommodations and specific learning needs. The academic team especially the school counselors will meet with the students on a regular basis re: graduate plans, academic and career goals, testing data, grades, and credits. The counselors will also hold graduation plan meetings with the students and parents through out the school year.

Measurable Outcome:

Students' performance (e.g. scores and academic skill areas' gains) on ELA FSA, Reading ACT, and math EOC's tests for Algebra I and Geometry will increase by 3%. Students will earn a GPA of 2.0 or better and complete 18 or 24 credits per their graduation plans. Therefore, graduation rate will increase 5% this school year.

Monitoring:

1. Teachers and other academic team members will observe outcomes of implemented reading, writing, and testing interventions (e.g. Read 180, Achieve 3000, myhrw.com, School City, study.com, Nearpod, Canvas, and Kahoot!), strategies, and differentiated instruction to promote students' reading comprehension, overall literacy, writing, learning gains, and FSA's scores.
2. Teachers will observe/record outcomes of student tutoring, academic skill building, test review, preparation, and practice boot camps, which include all students with specific learning needs and accommodations (e.g. ESE, 504's, and ELL's).
3. Teachers will participate in PD training and meetings to improve questioning and engagement strategies.
4. At PLC meetings and data conferences, Teachers will use data to intentionally create, discuss, analyze, monitor, and revise lessons, learning activities, assignments, and assessments to ensure effective learning of standard and data based instruction to close learning gaps, increase all academic skills, and test scores.
5. Instructional coaching sessions combined with steps #'s 1-4.

Person responsible for monitoring outcome:

Heather Prince (hmprince@volusia.k12.fl.us)

Evidence-based Strategy:

ELA: SQ3R's (Survey, Question, Read, Recite, and Review, Kuyjk, 2017; Artis, 2008, Robinson, 1970); multi-steps: predicting, drawing inferences, questioning, summarizing and annotating; identifying key ideas and details with text-based evidence, using KWL, graphic organizers, and context clues (Beers et. al., 2003; Zwiers et.al., 2011; Kruse, 2020, Edutopia.org, 2020); Math problem solving: F.A.S.T. Draw (Find, Ask, Set, Tie, Discuss, Read, Answer, and Write, Tok & Keskin, 2012; Mercer & Miller, 1997; Cassel & Reod.

1996), R.I.D.E. (Remember, Identify, Determine, and Enter; Mercer et.al., 2011; Locke, Rowan University, 2016), TINS (Thought, Information, Number Sentences, and Solution Sentences, Owens, 2003), and STAR (Search, Translate, Answer, and Review, Peltier & Vannest, 2016); Reciprocal Peer Tutoring (Fuchs, et.al., 2008); Improve High School Graduation Rates, post secondary education, and careers; ROCI (Results Oriented Cycle of Inquiry): set goals, partner, plan, act, access, reflect, and adjust (Barbour, NC School Improvement Guide; Hanover Research District Administration Practice, 2014).

**Rationale
for
Evidence-
based
Strategy:**

The teachers and other academic team members are using these reading, critical thinking, and math problem solving strategies to remediate, assist, and guide students to improve our students engagement, academic skills, content retention, general knowledge, reading comprehension, critical thinking, fluency, vocabulary, test scores, grades, credit completion, and overall G.P.A. As a result, they can graduate and attend post secondary education, trade programs, military training, and other job/career programs and internships.

Action Steps to Implement

1. Teachers and other academic team members will create, discuss, implement, analyze, and revise instruction, assignments, assessments, strategies, remediation, tutoring, and testing boot camps to improve all students' graduation rates, learning gains, and test scores (e.g. FSA's, EOC's, and ACT's).

Person Responsible Heather Prince (hmprince@volusia.k12.fl.us)

2. The teachers and other academic team members will participate in PD training, PLC meetings, and data chats re: effective and common instruction and assessments aligned with data based skill areas, learning standards, curriculum guidelines, cross-curriculum, and ESE, 504's, and ELL students' specific learning needs and accommodations.

Person Responsible Heather Prince (hmprince@volusia.k12.fl.us)

3. School counselors will conduct graduation plan meetings with students, families, and academic team re: career and educational goals, credits, G.P.A., and testing. They will host career days with the academic team, students, families, colleges, military recruiters, trade schools, and companies' H.R.'s..

Person Responsible Heather Prince (hmprince@volusia.k12.fl.us)

4. SLT team will discuss, analyze, and monitor attendance, graduation plans, Project 10, ESE, 504, and ELL students.

Person Responsible Heather Prince (hprince@smabehavioral.org)

5. Instructional coaching sessions combined with steps #'s 1-4.

Person Responsible Heather Prince (hmprince@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Not applicable.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The parents, families, and community members are welcome to attend open houses, orientation, school and community events, honor ceremonies, career days, multi-cultural events and presentations, talent shows, graduation meetings, graduation ceremonies, parent education days, and board meetings. They answer surveys. The parents, students, and guardians are invited and participate in-person conferences, graduation plan meetings, and/or I.E.P., 504, and/or ESOL review learning plan meetings with the counselors and other academic team members throughout the year. They receive messages and information via ConnectEd, telephone calls, virtual video conferences, RMA and VCS websites, e-mails, newsletters, report cards, and midterm progress reports. Migrant and Homeless student outreach is made available to students and their families. Other agencies and community programs are relayed to the students and their families via the school counselors such as SMA Behavioral, Inc. and

Domestic Abuse Council. Clothing closets and food pantry are also provided to students and their families, which are referred by the school counselors.

Parent Family and Engagement Plan (PFEP) Link

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

The following SLT members, Ms. Heather Prince, Guidance Counselor, East Campus, Mr. Gnatee Doe, Campus Director- East Campus, Ms. Tiffany Jenkins, Campus Director- West Campus, and Mr. Matt Coomer, Guidance Counselor- West Campus, are the stakeholders leading efforts to promote a positive culture and environment at RMA.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$77,789.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7891 - Richard Milburn Academy			\$77,789.00
			<i>Notes: ELA HMW Collections online texts and access (\$50k); Read 180 Renewal (\$5800.00); Achieve #000 (\$21,989)</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7891 - Richard Milburn Academy			\$0.00
			<i>Notes: math textbooks and online access; science textbooks and online access</i>			
3	III.A.	Areas of Focus: Instructional Practice: Graduation				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7891 - Richard Milburn Academy			\$7,500.00
			<i>Notes: Study.com</i>			
Total:						\$85,289.00