Richard Milburn Academy

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: I 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

he 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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Students attending RMA are at-risk for not graduating, usually due to inadequate support and/or service in a traditional school setting. Specific supports we provide include specific and targeted instruction, frequent remedition and multiple testing opportunities to acquire concordant scores when necessary or possible.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Sands, Art	Principal	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. 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. 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). 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).
Prince, Heather	School Counselor	Counseling and students' courses, credits, and graduation requirements and plans
Wyatt, Veronica	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.
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

Name	Position Title	Job Duties and Responsibilities
		academic items in-person and on-line.
Woods Jenkins, Latiffany	Administrative Support	Campus Adviser - students' discipline issues and other campus functions
Johns, Richard	Teacher, K-12	Math Instructor, admin support

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Monday 6/23/2003, Artherly Sands S

Total number of students enrolled at the school.
527

Total number of teacher positions allocated to the school.
12

Number of teachers with professional teaching certificates?
9

Number of teachers with temporary teaching certificates?
3

Number of teachers with ESE certification?
4

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

2022-23

> **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	63	50	62	98	273
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	36	32	33	79	180
One or more suspensions	0	0	0	0	0	0	0	0	0	25	14	16	9	64
Course failure in ELA	0	0	0	0	0	0	0	0	0	25	22	39	43	129
Course failure in Math	0	0	0	0	0	0	0	0	0	23	8	23	36	90
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	41	33	32	55	161
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	29	21	21	38	109
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	10	4	2	2	18

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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/4/2022

2021-22 - 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	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		46%	51%					52%	56%
ELA Learning Gains								49%	51%
ELA Lowest 25th Percentile								37%	42%
Math Achievement		33%	38%					48%	51%
Math Learning Gains								49%	48%
Math Lowest 25th Percentile								38%	45%
Science Achievement		30%	40%					76%	68%
Social Studies Achievement		40%	48%					69%	73%

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

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
2022					
2019	16%	72%	-56%	67%	-51%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	11%	63%	-52%	70%	-59%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	6%	54%	-48%	61%	-55%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	3%	55%	-52%	57%	-54%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD		7			25			3		88	2
ELL										88	8
BLK		7			27	20	3	7		91	1
HSP								8		88	5
WHT	15			5	39		25	29		90	9
FRL	7	13		2	23	31	11	17		89	5

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

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
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	

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	22
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	199
Total Components for the Federal Index	9
Percent Tested	78%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

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	17
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	17
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
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	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

This will be monitored by walk-through observations by members of the School Leadership Team, as well as future surveys of students and parents.

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

USH showed an increase 5%. Biology showed an increase of 3%. USH and Biology teachers are strong in presenting material with same language, format as formalized testing.
They also excel in monitoring data for effective remediation. Data chats and communication with parents/guardians increased student motivation to improve.
New actions...

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

ELA VLT scores show the greatest need for improvement.

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

Teacher efforts are effective for the majority of students but have not yet impacted our SWD students.

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

Strategies to increase student engagement, aligned with curriculum maps, and increased/improved remediation
opportunities are needed to accelerate learning. Students should be provided opportunities and resources to
increase their understanding of their current academic position in achieving graduation requirements.

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

Professional development opportunities this year will include ways to increase student engagement; ways to
effectively monitor data for effective remediation in all content areas. Teachers will be coached to improve their
self-reflection of classroom lessons, and lesson plans to increase teacher effectiveness.

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The students' performance for ELA FSA tests' scores and academic skill gains will increase by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	ELA/Reading and writing strategies with SQ3R's (Survey, Question, Read, Recite, and Review, Kuijk, 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students' performance for test scores and academic skill areas on math EOC's for Algebra I and Geometry will increase by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored by analysis of district mandated progress monitoring assessments and with analysis of teacher formative/summative assignments before and after the PMAs.
Person responsible for monitoring outcome:	Veronica Wyatt (vlwyatt@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Math problem solving strategies: 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:	

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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   Veronica Wyatt (vlwyatt@volusia.k12.fl.us)

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   Veronica Wyatt (vlwyatt@volusia.k12.fl.us)

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   Veronica Wyatt (vlwyatt@volusia.k12.fl.us)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Tonger, Janice, jctonger@volusia.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
N/A	Tonger, Janice, jctonger@volusia.k12.fl.us

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Data will be collected and analyzed via FOCUS records. We've added attendance clerks, and intentional training for teachers to improve the quality of reports.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The target area, related data, and action steps will be communicated via Open House, Orientation, ConnectEd calls, Faculty meetings, and Professional Developments.

Describe how implementation will be progress monitored.

Interim and Quarterly student report cards will also provide updated data throughout the school year. Adminstration will draft reports, looking for trends in attendance increases or decreases.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Hiring new attendance clerks.	Woods Jenkins, Latiffany , ljenkins@volusia.k12.fl.us
Intentional training of teachers.	Woods Jenkins, Latiffany , ljenkins@volusia.k12.fl.us
Monitor attendance trends to determine where students need additional support.	Woods Jenkins, Latiffany , ljenkins@volusia.k12.fl.us