

Volusia County Schools

Richard Milburn Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Richard Milburn Academy

1031 MASON AVE, Daytona Beach, FL 32117

<http://rmaflorida.org/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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

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 targeted and guided instruction, frequent remediation and multiple testing opportunities to acquire concordant scores when necessary or possible.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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	Drives organizational strategy, design and implementation processes, and oversees key functions including data management, advancement, external affairs, and partner relationships. Drives implementation of the school's vision and mission through organization-wide processes. Oversees and tracks execution of organizational structures to better support student needs.
	Assistant Principal	Assist the principal in initiating, monitoring, assessing and supervising the implementation of activities to support the goals and objectives of the school improvement plan as well as implement an effective staff development program for all members of the staff based on school focused improvement needs. Provides teachers with coaching, training and mentorship regarding curriculum, testing, academic goals, student gains and progress, learning, testing and reading strategies/methods, resources/materials, remediation and other academic in-person and/or online items.
Prince, Heather	School Counselor	Provides counseling to students regarding their courses, credits, and graduation requirements and plans.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

1. New hires are provided with developmental and mentorship support by their site-based Assistant Principal, leadership team members and administrators through the facilitation of weekly and monthly meetings that provide targeted feedback.
2. On-going professional development training and PLC meetings are conducted to address areas of classroom management, learning standards, lesson planning, instructional practices, curriculum content, reading and testing strategies, academic and vocabulary skill building, data analysis, testing review, preparation, and practice session, remediation, tutoring, cross-curriculum and common planning, assessments, learning activities and other academic related topics.
3. Leadership team's members hold celebrations to support staff and foster teamwork through luncheons, teachers' appreciation events, personal thank you notes, and other forms of recognition.
4. Teachers are involved in the decision making process by eliciting their input and feedback at staff and PLC meetings, training sessions, and through surveys.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The actional steps outlined within the SIP will be monitored regularly during weekly meetings with instructional and support staff as well as in monthly PLC sessions. Review of instructional standards and student data gathered from authentic student work samples, curriculum-based assessments, and district/

statewide exams, will drive instructional decisions that create targeted learning opportunities across content areas.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	63%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: I 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	180
One or more suspensions	0	0	0	0	0	0	0	0	0	0	64
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	129
Course failure in Math	0	0	0	0	0	0	0	0	0	0	90
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	161
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	109
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	18

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	1	44	50	5	46	51	0		
ELA Learning Gains				13			10		
ELA Lowest 25th Percentile									
Math Achievement*	0	28	38	1	33	38	3		
Math Learning Gains				29			25		
Math Lowest 25th Percentile				35					
Science Achievement*	10	68	64	9	30	40	7		
Social Studies Achievement*	9	59	66	11	40	48			
Middle School Acceleration					43	44			
Graduation Rate	70	90	89	90	65	61	65		
College and Career Acceleration	14	65	65	6	62	67	6		
ELP Progress		44	45						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	104
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	67
Graduation Rate	70

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	199
Total Components for the Federal Index	9
Percent Tested	78
Graduation Rate	90

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	4	4
ELL	15	Yes	1	1
AMI				
ASN				
BLK	17	Yes	4	4
HSP	17	Yes	4	4
MUL	39	Yes	1	
PAC				
WHT	19	Yes	4	4
FRL	18	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	3	3
ELL	48			
AMI				
ASN				
BLK	17	Yes	3	3
HSP	17	Yes	3	3
MUL				
PAC				
WHT	30	Yes	3	3
FRL	22	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	1			0			10	9		70	14	
SWD	0			0			6	5		7	6	
ELL				0				0		10	4	
AMI												
ASN												
BLK	0			0			11	5		12	6	
HSP	0			0			6	8		21	6	
MUL								0		40	3	
PAC												
WHT	4			0			13	19		9	6	
FRL	2			0			10	8		15	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	5	13		1	29	35	9	11		90	6	
SWD	0	7		0	25		0	3		88	2	
ELL										88	8	
AMI												
ASN												
BLK	0	7		0	27	20	3	7		91	1	
HSP	0			0			0	8		88	5	
MUL												
PAC												
WHT	15			5	39		25	29		90	9	
FRL	7	13		2	23	31	11	17		89	5	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	0	10		3	25		7			65	6	
SWD				0						53	6	
ELL												
AMI												
ASN												
BLK				0						59	6	
HSP										81	12	
MUL												
PAC												
WHT				8						63	3	
FRL	0			3	20		0			65	4	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	2%	45%	-43%	50%	-48%
09	2023 - Spring	1%	44%	-43%	48%	-47%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	32%	-28%	50%	-46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	39%	-35%	48%	-44%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	65%	-56%	63%	-54%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	12%	57%	-45%	63%	-51%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA and Math; Attendance, students lacking skill level. Teachers will be trained in the implementation of benchmark-aligned instruction. We are recruiting, maintaining and training certified teachers instead of substitute teachers in core classes such as our ELA/Math.

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

ELA; Attendance, students lacking skill level. Teachers will be trained in the implementation of benchmark-aligned instruction. We are recruiting, maintaining and training certified teachers instead of substitute teachers in core classes such as our ELA/Math.

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.

ELA and Math; Attendance, students lacking skill level. Teachers will be trained in the implementation of benchmark-aligned instruction. We are recruiting, maintaining and training certified teachers instead of substitute teachers in core classes such as our ELA/Math.

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

USH showed an increase of 5%. Biology showed an increase of 3%. USH and Biology teachers are strong in presenting material with same content language and format as presented within the standardized test. Teachers also excelled in monitoring data for effective remediation. Data chats and communication with parents/guardians helped to increase student motivation to perform better.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Academic history and low scores. Teachers will be trained in the implementation of benchmark-aligned instruction. We are recruiting, maintaining and training certified teachers instead of substitute teachers in core classes such as our ELA/Math. 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. 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.

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

1. Increase student performance on statewide assessments.
2. Increase student achievement ELA.
3. Increase student achieve in math.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school has added a graduation assurance coach to work individually with our students who are at risk of not graduating due to being credit deficient, GPA deficient and not meeting the testing requirement for graduation. We want to improve and integrate data, systems, and practices to positively affect campus wide culture and climate. 375 students were identified with a GPA 2.0 or lower, at risk for graduation or retention. These students also were also credit deficient due to attendance issues from previous school years. Per our Project 10 data, 45% of our students were at risk of not graduating.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our school will utilize the graduation assurance coach to increase student attendance, participation in graduation required testing and bootcamps for testing preparation. Our school is looking to improve the graduation rate for the upcoming school year to a rate of 75% of the students successfully graduating.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The principal, assistant principal, school counselor, and graduation assurance coach will meet on a monthly basis to review the Project 10 data to identify students for focus groups.

Person responsible for monitoring outcome:

Art Sands (assands@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Check and Connect is a dropout prevention program for high school with learning, emotional, and/or behavioral disabilities. Students enter the program upon enrollment and are assigned a "graduation assurance coordinator" (e.g., a graduate student, special education teacher, or community member with experience in human services), who works with them year-round as a mentor, advisor, and service coordinator.

The graduation assurance coordinator work on a daily basis with school personnel to track and document students' attendance, behavior, and academic performance. The coordinators meet at least monthly, and often weekly, with students to give them feedback on these measures of school engagement. During these meetings,

coordinators talk with students about how certain life choices might stand in the way of their graduating. convey a strong message about the importance of persisting in school; teach them effective problem-solving strategies and conflict-resolution skills; and help them develop a plan for making life choices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The students that attend RMA are students with learning, emotional, and/or behavioral disabilities. Evidence shows that students who have a one-on-one mentor are more successful. The graduation assurance coordinators will utilize the Project 10 data received from the district on a monthly basis to strategize with the student, parent and education team the best approach for success with these students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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. Encourage students to explore potential careers, vocational training, colleges, universities, and trade schools. Expand current job-shadowing to include all potential graduations and a greater variety of jobs that may interest them. Invite career speakers to discuss employment options, jobs, training required and pay.
2. Create a positive school climate for students by adding organizations; clubs; motivational groups; tutoring before and after school.
3. Enhance the graduation transition from high school to college or work force. Schedule colleges to come for an informational day and application process.

Person Responsible: Art Sands (assands@volusia.k12.fl.us)

By When: The students will be monitored throughout the school with the assistance from our Graduation Assurance Coach/Coordinator. Throughout the school year prior to graduation May 15, 2024.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The teachers and other academic team members will create, discuss, implement, analyze and revise instruction, assignments, assessments, strategies, remediation, tutoring and testing bootcamps to improve all students' learning gains and test scores.

The teachers and other academic team members will participate in PD training, PLC meetings, and data chats in regard to effective and common instruction and assessments aligned with data-based skill areas, learning standards, curriculum guidelines.

Richard Milburn Academy makes available additional professional learning outside of the school district to ensure that the teachers are receiving quality support so that they can recruit and retain effective teachers, particularly in high need subjects.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our school will retain 85% of the current teaching staff. 90% of the current teaching staff will mark satisfaction with their current position.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The school will send out a satisfaction survey to all staff members on an annual basis. The principals and lead principal will review the data on an annual basis.

Person responsible for monitoring outcome:

Art Sands (assands@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Check and Connect is a dropout prevention program for high school with learning, emotional, and/or behavioral disabilities. Students enter the program upon enrollment and are assigned a "graduation assurance coordinator" (e.g., a graduate student, special education teacher, or community member with experience in human services), who works with them year-round as a mentor, advisor, and service coordinator.

The graduation assurance coordinator work on a daily basis with school personnel to track and document students' attendance, behavior, and academic performance. The coordinators meet at least monthly, and often weekly, with students to give them feedback on these measures of school engagement. During these meetings,

coordinators talk with students about how certain life choices might stand in the way of their graduating. convey a strong message about the importance of persisting in school; teach them effective problem-solving strategies and conflict-resolution skills; and help them develop a plan for making life choices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The students that attend RMA are students with learning, emotional, and/or behavioral disabilities. Evidence shows that students who have a one-on-one mentor are more successful. The graduation assurance coordinators will utilize the Project 10 data received from the district on a monthly basis to strategize with the student, parent and education team the best approach for success with these students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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. Support teacher wellbeing by providing wellness programs, school-wide wellness policies, mental health-focused, professional learning, and self-care strategies.
2. Promote teacher engagement by being transparent, proactive, and timely in communication to teachers in vital conversation as valued voices.
3. Maintaining a professional culture. By having a collaborative, professional culture that promotes mutual respect among all teachers.
4. Sociological features that shape how teachers experience their work environment, including their roles, status, and the characteristics of their students and peers.

Person Responsible: Art Sands (assands@volusia.k12.fl.us)

By When: In August 2023, a schedule will be created during pre-planning to conference with teachers in the fall and spring that outlines classroom expectations and what they value for job retention.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

1. Our current level of performance is 25%, as evidenced in 2022-2023 proficiency in algebra 1 and geometry EOCs.
2. We expect our performance level to be 35% by the end of the 2023-2024 school year.
3. The problem/gap is occurring because of the high percentage of students who are scoring below the math proficiency level when entering these courses.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving BEST Algebra 1 and Geometry EOC proficiency will increase from 25% to 35%, as measured by BEST Algebra 1 and Geometry EOCs.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The student leadership team will review the district competency tests on a monthly basis to provide strategies for improvement.

Person responsible for monitoring outcome:

Art Sands (assands@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Strengthen staff ability to engage students in complex tasks.

Increase teacher capacity in the use of flexible instructional strategies that help students represent what they know, what they have learned, and how they engage in their learning

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are needed to assist teachers by helping them maximize their instructional impact. The criteria used to make this determination is our BEST- EOC results, cycle data, and input from our mathematics department.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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. Focus on real problem-solving and reasoning. Math takes the form of complex problems as opposed to straightforward questions with just one answer. For this reason, the most effective instruction equips students with the problem-solving and reasoning skills they'll need for real life.

Person Responsible: Art Sands (assands@volusia.k12.fl.us)

By When: The timeframe will be by May 15, 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process is as follows: School leadership will review the school improvement plan, make recommendations; SAC committee will review and provide input; the Board of Directors will review for funding school improvement initiatives. Once Board has approved, school leadership will fund the school improvement initiatives.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

NA

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

NA

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 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 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

NA

Monitoring**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 impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Sands, Art, assands@volusia.k12.fl.us

Evidence-based Practices/Programs**Description:**

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:

Explain the rationale for selecting 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 evidence-based 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**

NA

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Dissemination of this SIP plan will be via an online information session with parents/guardians. During Open House night, a presentation of the SIP plan will be facilitated to parents and guardians and parent input will be elicited. The SIP plan will also be posted on the school's webpage: <https://rmaflorida.org/>

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

In order to build a positive partnership with parents, communication about schoolwide events will be shared on a weekly basis, so that parents are aware of campuswide events planned for the students and how they could volunteer. Mass communications via SMS messaging, emails, and flyers will be distributed throughout the entry lobby, as well as mailed home and posted on our school website. RMADaytona social media accounts will also become available, specifically Facebook and Instagram. To keep parents/guardians updated of their child's progress, report cards and district wide assessment scores will be sent directly home. Students who are failing, the Guidance Counselors and teachers will contact their parents to schedule two documented conferences that include the student as well.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Afternoon tutoring program will commence to provide 1:1 or small groups with instructional support. A day-school tutoring program will also be implemented in order to increase instructional support and targeted learning opportunities during small-guided learning groups.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our School Plans to implement Positive Behavior Interventions and Supports (PBIS) to help students develop academic, social, and emotional skills that positively impact student outcomes. We want to improve and integrate data, systems, and practices to positively affect campus wide culture and climate. Richard Milburn Academy works with the Volusia County Schools District Mental Health Team to support the students with counseling, and school-based mental health services. The school counselor works with multiple nonprofit organizations to meet the needs of the students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Richard Milburn Academy conducts multiple career expos per school year. These expos represent multiple options for the workforce to include trades, armed services, and college career paths. The school counselor meets with each of the students to discuss their postsecondary plans and links them to the appropriate venue.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our School Plans to implement Positive Behavior Interventions and Supports (PBIS) to help students develop academic, social, and emotional skills that positively impact student outcomes. We want to improve and integrate data, systems, and practices to positively. PBIS is an evidence-based, three-tiered framework, to improve and integrate data, systems, and practices to positively affect student outcomes. Research shows improved student outcomes, reduced discipline, and improved teacher outcomes.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The teachers and other academic team members will create, discuss, implement, analyze and revise instruction, assignments, assessments, strategies, remediation, tutoring and testing bootcamps to improve all students' learning gains and test scores.

The teachers and other academic team members will participate in PD training, PLC meetings, and data chats in regard to effective and common instruction and assessments aligned with data-based skill areas, learning standards, curriculum guidelines.

Richard Milburn Academy makes available additional professional learning outside of the school district to ensure that the teachers are receiving quality support so that they can recruit and retain effective teachers, particularly in high need subjects.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Graduation: Graduation				\$80,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	390	7891 - Richard Milburn Academy	UniSIG	1.0	\$80,000.00
			<i>Notes: Salaries - Graduation Assurance Teacher. Richard Milburn Academy has an additional 300 students enrolled that need the guidance of a Graduation Assurance Coach/Coordinator to help assist with the MTSS process and the graduation assurance. The Graduation Assurance Coach/Coordinator will collaborate with school leaders, counselors, and teachers to develop systemic strategies to identify and support students. They will access and gather pertinent data to perform root cause analyses as to determine appropriate intervention path; develop and implement individual intervention strategies and graduation plans to increase the likelihood that these students will stay in school and graduate; work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals; track the progress of individual and subpopulations of students as they progress toward graduation; prepare timely reports on student progress towards meeting their graduation plans; coordinate resources and materials used by students in the program; work in collaboration with teachers to facilitate the development of support networks for students; collaborate with parents, teachers, and administrators regarding individual student diagnosis, programming, and progress; communicate effectively, both orally and in writing, with parents, staff, students and the community; develop and maintain technology skills necessary for adapting instruction, implementing augmentative communication strategies, and record keeping and act as liaison between the school and the district curriculum office.</i>			

2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
Total:			\$80,000.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No