



# James Rickards High School

3013 JIM LEE RD, Tallahassee, FL 32301

<https://www.leonschools.net/rickards>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	90%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

## School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

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

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	17
Ambitious Instruction and Learning	18
<b>8-Step Planning and Problem Solving Implementation</b>	<b>24</b>
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	28
<b>Appendix 1: Implementation Timeline</b>	<b>35</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>36</b>
Professional Development Opportunities	36
Technical Assistance Items	38
<b>Appendix 3: Budget to Support Goals</b>	<b>38</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for James Rickards High School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of James S. Rickards High School is to produce graduates with skills and competencies to succeed on local, state, national, and international levels and who are responsible, self-supporting, and productive members of our society.

##### b. Provide the school's vision statement.

The vision for Rickards High School is to provide students with a caring, supportive learning environment that allows them to reach their maximum potential through quality programs, instruction and experiences.

We welcome your assistance with helping us achieve our mission so that we can fully realize the vision for James S. Rickards High School. Please consider volunteering with us and/or joining our School Advisory Council. Together we can cause a change in the lives of our students and our surrounding community!

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S. B. Policy 2210), as applicable to appropriate grade levels, including but not limited to: Black History month, which encourages conversation and curriculum activities among students and teachers. A History of the Holocaust, which was a period when the Nazis combined their racial theories with the evolutionary theories of Charles Darwin to justify their treatment of the Jews. The History of Africans and African Americans; Women' contributions to American History, Hispanics' contribution to American History, and the sacrifices of our Veterans. Furthermore, Rickards High School will focus on identifying and engaging school-community stakeholders in cultural awareness and student-teacher data-based decision making relationships. Rickards High will schedule and plan school-wide multicultural projects, such as 21st CCLC LIGHTS ON, Pangea, and Black History Programs. Evidence has shown that the continuation of such programs will help teachers and school leaders to build stronger and healthier relationships with students and parents.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At James S. Rickards High School, the administration, faculty, and staff will create methods where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. Our faculty and staff will provide a safe, healthy, and respectful place to learn before, during, and after school. Furthermore, opportunities for professional development on social-emotional learning, such as learning strategies, social skills, and self-management skills; and its relationship to creating a positive, caring and supportive school community will be provided to faculty and staff. Opportunities will be provided to non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors. The administration team will provide professional development in methods of respectfully and effectively addressing disrespectful

comments as well as methods for respectfully correcting misbehavior in the classroom and administrative levels. Students are closely supervised by faculty and staff before school, between bell, during school, and after school to ensure safety for all.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Rickards High School administration team has implemented and continues to enforce behavior guidelines to keep students engaged during the instructional time. Rickards High School administration team leaders have developed and implemented a differentiated system of school counseling services, (grief, peer, support, to name a few) with dedicated time for the core classroom guidance instruction on developing the Behavior Standards such as: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement, resulting in college-career readiness. Disruptive and distracted students are handled accordingly and parents are notified immediately.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

James S. Rickards High School ensures social-emotional needs of all students are met by collaborating and working with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school needs. Rickards High School offers parent and student workshops and assemblies that focused on small groups and students' needs. Furthermore, individual counseling, advisement, and referral community resources are available upon request or as needed. Rickards High leaders and teams utilize data to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Our guidance counselors also serve as liaisons for special population students at Rickards High. These special populations include: ELL, ESE, ESOL, and 504 Plan students. This involves communicating with teachers, parents, administration, district and community personnel; as well as coordinating meetings and services for students with special needs. Rickards High School intervention plan includes a Student Development Plan. This plan is designed to: (1) assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barriers to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

James S. Rickards High School Early-Warning System is aligned with Leon County School District. Specific, recurring, and continuous steps are taken throughout the school year to identify early-warning signs and adopt support strategies and effective and timely interventions. Rickards High has 90 percent attendance rate, regardless of whether or not absence is excused or a result of out-of-school suspension. Attendance and discipline administrators maintain accurate records of students who have one or more suspensions, in school or out of school. The Attendance Principal utilizes a data system to identify students who have attendance, behavioral or academic concerns. The leadership team developed school-wide rules about the number of absences or OSS a student can receive before he/she is referred to school based or district based teams. Students with early-warning signs posed the following: One or more suspensions, in or out of school; course failure in ELA or

Math; Level 1 on statewide, standardized assessments in ELA or Math; pattern of behavioral problems. The number of students identified with two or more early-warning indicators was 40.

**b. Provide the following data related to the school's early warning system**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	46	46	53	58	203
One or more suspensions	0	0	0	0	0	0	0	0	0	43	48	27	42	160
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	52	64	24	11	151
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	117	149	124	26	416

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	5	12	12	11	40

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

James S. Rickards High School utilizes the below strategies to implement improve academic performance of students identified by the early-warning system through intervention.

**INTERVENTION STRATEGIES**

- Attendance records
  - Attendance Tracking
  - Behavior, Suspensions, and Discipline records
  - Effective multi-disciplinary teams to problem solve and create action plans
  - Reading coaches, FSU mentors, Corrective Reading, Title I tutors, 21st CCLC Tutors, Achieve 3000, Florida
  - A& M University Ambassadors, Florida State University tutors, etc.
  - Schedule discussions, goal setting for identified students via CTLs, Department Head Meetings, Faculty meeting trainings, etc.
  - AVID classes offered
  - Daily Resource Block reading and writing activities
  - Credit Recovery Core classes for Level I students
  - Update the student roster to reflect new enrollees, transfers in and out, and other classifications.
  - Respect Club
  - National Hook Up of Black Women Organization
- RISK INDICATORS AND/OR PREVIOUS YEAR DATA**
- Review and interpret student and school-level reports
  - Review student attendance data
  - Identify and implement student intervention activities and meetings
  - Revise students' intervention assignments, as needed
  - Monitor students' initial responses to interventions in which they are participating
  - Percentage of successful intervention mediation meetings
- EACH GRADING PERIOD**
- Review and interpret student and school-level reports
  - Identify and implement student interventions

Revise students' intervention assignments, as needed  
Record students' absences  
END OF THE SCHOOL YEAR  
Evaluate EWS process, using student and school-level reports, and revise as necessary  
Analyze student data for the next school year  
Monitor students' responses to existing interventions in which they are participating  
Review and interpret student and school level data  
Update the student roster to reflect new enrollees, transfers in and out, and other classifications

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

### **1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/430809>.

### **2. Description**

A PIP has been uploaded for this school or district - see the link above.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

James S. Rickards High School processes to sustain partnerships with the local community are as follows: Posting school's weekly Listserv information, monthly Title I newsletters, updating the school website bi-weekly, communicating and collaborating with partners. Most importantly building positive and healthy partnerships to ensure our resources are being maximized to support the school and students. Below is a list of our 2017-2018 community partners:

Awards4U  
Publix at Southwood  
Lindy's at Lafayette Street and South Monroe  
Florida State University Credit Union  
Florida State University, College of Information Technology  
Florida Information Technology Career (FITC) Alliance  
Florida A&M University School of Engineer  
Autowise Buying  
Chick Fil A at Capital Circle  
Costco  
DW Web Designs  
Fun Station  
Khufu's Smokehouse  
Nuberri Frozen Yogurt  
Office Depot  
Pepsi-Cola

Sam's Club  
Second Helpin' Catering, LLC  
Target  
Walmart  
Wells Fargo  
Zaxby's  
Mr. L. Washington

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Cook, Douglas	Principal
Ansley, Zachary	Assistant Principal
Barnes, Deborah	Assistant Principal
Edwards, Rusty	Assistant Principal
Jones, Terraca	School Counselor

#### b. Duties

##### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

The function and responsibility of each school-based leadership team as it related to the school's MTSS, and SIPs are outlined below:

Tier 1(Leadership Team)

Administrator(s) Mr. Douglas Cook, Principal, and Assistant Principals: Mr. Zachary Ansley, Dr. Deborah Barnes, and Mr. Rusty Edwards. The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. The team also provides a vision and ensures that the school-based team leaders are implementing MTSS, intervention support, and adequate professional development. The administration team will schedule and facilitate regular faculty and RTI meetings, ensure attendance of team members, ensure follow-up of action steps, and allocate resources, as needed.

In addition to the school administrator(s) the school's Leadership Teams will include the following members who will carry out SIP planning and MTSS problem solving.

- School reading, math, science, and ESE (Mrs. Walden, Mr. Fiallos, Ms. Williamson, Mr. Dignan, Mrs. Alexander)
- Special education personnel (Ms. V. Alexander)
- School guidance counselor (Mrs. T. Jones)
- School psychologist (District Contact)
- School social worker (Mrs. B. Schmeckenbecher School Contact)
- Member of advisory group, community stakeholders, parents, and several student representatives representing each grade level (SAC)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (bi-monthly) to review consensus, infrastructure, and implementation of building-level MTSS.

#### Tier 2

Selected (administration and RHS Lead) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected others, will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

Selected (administration, counselors, and teacher lead) members of the Leadership Team, Tier 2 Teams, and parent/guardian make up the Tier 3 SST Problem Solving Team.

All teachers in all areas are expected to provide high-quality instructions and interventions that will match our students' needs.

The ESE Program Specialist is a resource for interventions and strategies in working with all students and a programming resource for our ESE teachers. She monitors ESE Paperwork and conducts manifestation conferences. She is available to observe students and attends select IEP conferences.

#### Curriculum Leadership Team (CLT)

Our Curriculum Leadership Team frequently monitor student academic progress, struggling students' academic progress and make decisions (as a team) about changes in instruction and/or goals. Our team members use students' response data as a major factor when making important educational decisions.

#### Department Head Leaders

James S. Rickards High Department Heads are responsible for focusing on leadership, quality instruction, and student assessment in order to help empower culture within the context of curriculum and instruction. Furthermore, our department heads focus on mathematics and literacy as core components of the Multi-Tiered Systems of Support.

The Referral Coordinator/Guidance Counselor drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services.

The Speech-Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of students need with respect to language skills.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Our school's data-based problem-solving processes for the implementation and monitoring of our MTSS and SIP structures to ensure effectiveness or core instruction that focus on our goals; that is, what we want our students, educators, and other systems to know and be able to do. Furthermore, we have developed and implemented a plan that supports evidence-based strategies to attain our goal(s) based on data collected.

Our problem-solving process model provides the structure to identify, develop, implement, and evaluate strategies to improve and increase the performance of all students. For example, Tier 1 focuses on the implementation of the district's Core Curriculum and is aligned with the Next Generation Sunshine State Standards (NGSSS). The services offered within Tier 1 are based on the

needs of our students. Some of the needs, among others, are readiness, language, and mathematics tutoring and mentoring.

In addition to focusing on our district Core Curriculum and Next Generation Sunshine State Standards, we (teachers, behavior specialists) will focus on improving student performance by providing more intense courses, more time, and a narrow focus of instruction as an intervention strategy.

The third Tier that we've implemented as a support tool is to continue to provide services to small groups and/or individual students. This strategy helps students to overcome significant academic and behavior learning barriers that are required for school success. This Tier will require more time, collaboration and coordination among the faculty and staff. It has been effectively implemented. Faculty and staff have weekly and monthly meetings to discuss the effectiveness as well as the fidelity of our problem-solving process and the implementation of the instruction and intervention plan. Leadership is an integral part to successful implementation of our MTSS and SIP systems, as well as to the effective management of change. Our school principal is critical to the implementation of this process as well as all other processes at Rickards High School. Our principal, Mr. Cook ensures: effective communication, facilitation of relationships and a positive, collaborative climate, inclusion of our school community based stakeholders, and a focus on celebrating positive student outcomes. In addition to the Principal's role, Mr. Cook's leadership teams assist him in implementing two effective MTSS and SIP systems. Mr. Cook's teams consist of district leadership teams, SAC, and CLTs. These teams assist in creating and supporting a professional learning community for implementing MTSS/RTI.

Our Curriculum Leadership Team (CLT) utilizes the 4-step process to help guide our MTSS/RTI problem-solving system. They communicate and reinforce the expectation that all Tier 2 and 3 services will integrate. Furthermore, the CLT team frequently monitors our struggling students' academic progress and make decisions (as a team) about changes in instruction and/or goals. Our Department Head Leaders at James S. Rickards High are responsible for focusing on leadership, quality instruction, and student assessment in order to help empower culture within the context of curriculum and instruction. These teams focus on ensuring that instructional and intervention support is provided to all staff; as well as establishing a system of communicating student outcomes across the professional staff and with students and their parents. All teams are responsible for creating frequent opportunities to celebrate and communicate success.

James S. Rickards is classified as a Title I, Part A School, and our students receive services to ensure students requiring additional remediation are assisted through extended learning opportunities. These services are provided through Federal and State Funded programs. They are: AVID, and 21st CCLC Programs, (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, 21st CCLC Director serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The 21st CCLC Director, schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's School Advisory Council (SAC) – the school improvement process and the life of the school and the annual Parent Meeting at the beginning of the

school year. Other components that are integrated into the school-wide program include a Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (9-12)
- parent outreach activities (9-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(9-12)
- reading and supplementary instructional materials(9-12)
- cultural supplementary instructional materials (9-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (9-12, RFP Process)

The above services will be provided should funds become available for the 2017-2018 school year .

#### Title X- Homeless

- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. Our school is eligible to receive services and will do so upon identification and classification of a student as homeless.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained ensuring appropriate services are provided to the homeless students. Supplemental Academic Instruction (SAI) This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida

Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and/or Specialists.
- Training and technical assistance for our school teachers, administrators, counselors, and/or TRUST Specialists is also offered as professional development
- Counselors or other TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### District Policy Against Bullying and Harassment

- Leon County Public Schools adopted Policy titled Bullying and Harassment. It is the policy of the Leon County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrator or designee is required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

N/A

#### Adult Education

James S. Rickards High School completion courses are available to all eligible Leon County Public School students during the day and evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. James S. Rickards house and offers via GED opportunity (via ACE) to former and current students.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post secondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for post-secondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Health Connect in Our School

•James S. Rickards offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services through our established Health Academy. Additionally, we have a school nurse that care for our student during the regular school day. Our Health Academy enhances the health education activities provided by the schools, Red Cross, local health department, and other stakeholders. Furthermore, James S. Rickards High School has partnered with the State of Florida to open a Neighborhood Medical Center. The NMC will serve our students; as well as our community. Our Health Academy offers courses, workshops, and training to our students that help them to become qualified to perform the tasks related to a quality school health care program.

**2. School Advisory Council (SAC)**

**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Douglas Cook	Principal
Deborah Barnes	Principal
Aretha McNeil	Teacher
Kieser University	Business/Community
Mr. and Mrs. McCray	Parent
Charles & Victoria Williams	Business/Community
Dara Moody	Parent
Dion Minor	Parent
Reginald Minor	Parent
Eustacia Richardson	Parent
Susan Walden	Teacher

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC team works with the administrative team and school site leaders to review, discuss, and implement the school's vision, mission, and goals. The SAC team review, discuss, and make recommendations about school and student data, policies, and rules throughout the school year. At the end of each year, school and student data are reviewed by the leadership team to determine if the established goals were met. The team evaluates the SIP to determine what worked and identify what needs to be improved for the next school. The SAC team meets with parents and community members in a public hearing to present identified goals and strategies to support the school's continuous improvement model. The SAC has a review process in September 2015, at Open House for the final draft prior to approval and submitting it to the district for final approval.

*b. Development of this school improvement plan*

James S. Rickards high-school Student Advisory Council purpose is to assist and collaborate with school leaders in preparation of our annual School Improvement Plan that include among others:

funding, instructional materials, training, staffing, students support services, and school improvement expenditures.

Furthermore, Student Advisory Council (SAC) advice and participate in meeting students' needs; developing school fund-raisers, attend school training relating to our school improvement plan, offer student support and technology services in a joint effort to meet the SAC and school's goals.

In preparation of the school's annual budget and plan, The Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

School Improvement funds are for enhancing school performance through development and implementation of a school improvement plan.

Monies may be expended by only on programs or projects selected by the School Advisory Council. Neither School district staff nor principals may override the recommendations of the School Advisory Council.

The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

*c. Preparation of the school's annual budget and plan*

Regularly scheduled meetings are held to discuss the SAC annual budget and plan. Our continuous goal is to identify and meet the needs of our students. It has been determined by purchasing agenda book annually for our students; our students will use them as an organization and management tool to help them prepare for learning daily.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

James S Rickards High School SAC funds are used to purchase agenda books for every student. We will continue to use improvement funds to provide agenda books for students

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cook, Douglas	Principal
Barnes, Deborah	Assistant Principal
Ansley, Zachary	Assistant Principal
Edwards, Rusty	Assistant Principal
Jones, Terraca	School Counselor

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Leadership Team (LLT) promotes and supports literacy in a variety of ways: The 2017-2018 literacy nights, parent involvement night, 21st CCLC Nights, AVID night, grade level nights, professional development, Reading coaches, Writing coaches, modeling, and summer literacy plans. The LLT will address scheduling concerns, provide instructional/student resources, materials, and other initiatives. The LLT will assist in increasing the percentage of students who are reading below the proficiency level; by providing opportunities for additional instructional practice and remediation. Students performing at the proficient or advanced proficiency level will be provided with enrichment reading to maintain or advance higher learning.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Rickards High School leaders will encourage positive working relationships with teachers to participate in Department Head Meetings for teachers to meet with their colleagues for support and team-building. The master schedule has been designed to provide consistent time for teachers to meet by common content. Using pacing guides, teachers collaboratively plan their lessons to meet state and district assessment recommendations. Teachers are encouraged to share and communicate effective learning strategies for best practices to help students understand and do daily learning goals within their Department Meetings. Furthermore, research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is closely monitored, and instruction is modified as needed based on decisions made through collaboration.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The below strategies are strategies James S. Rickards High School leaders adopted to recruit and retain highly qualified, teachers in our school:

James S. Rickards High School will utilize the District's Human-Resource Department to provide advice on all hiring and placement procedures.

Rickards High School faculty and staff will participate in job fairs, interview training, and personnel workshops to expedite the identification of the most talented instructional applicants.

Rickards High School will recruit highly qualified instructional personnel by means of strategic Internet recruitment, office interviews, and recruitment events.

Rickards High School leaders will monitor and assist all applicants in the hiring process in an effort to reduce the length of hiring process as an effort to reduce the length of hiring process and increase the instructional time.

Faculty and staff will maintain relationships with colleges and officials in the field of education to promote the District.

Provide all beginning teachers with full-time mentors. (Principal and Designee)

A variety of surveys are conducted and analyzed by school committees that focus on the school's needs and objectives. (The administration Team and School Leaders)

The Administration Team and teacher leaders maintain, develop and schedule intense, sustained, and research-based professional development in pedagogy. (i.e. Differentiated Instruction, Cross Curricular Planning, Technology Integration, Best Practices, Classroom Instruction that Works, 21st-Century Skills, Coaching, Thinking Maps, AVID, Mindset, and Marzano's "The Art and Science of Teaching.")

Provide the opportunity for teachers to receive intense, sustained, and research-based professional development both in content and pedagogy in all subject areas for all teachers (The Administration Team and other School Leaders)

Provide high-quality professional development to full-time mentors in district-wide initiatives and in coaching (Principal or Designee)

Persons Responsible:

1. School Principal
2. School Assistant Principals
3. Leadership Teams (CLTs)
4. Department Heads
5. AVID
6. IB
7. 21st CCLC

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

James S. Rickards High School hired ten instructors for the 2017-2018 School Year. All-new instructional staff members were given instructional packets, which contained pertinent information about James S. Rickards High School. All-new faculty members attended a training session before pre-planning designed to prepare them for the upcoming school year, and were matched with seasoned instructors to formulate the building wide mentoring program. Every mentor and mentee will meet on a bi-weekly basis for the first two months of school and then every month for the remaining of the school year to discuss instructional best practices. These practices will be evident across the curriculum. The teachers will be exposed to innovative ways to implement subject matter and gain feedback on best practices.

In addition, each teacher is observed by the Principal within the first 5 days of the school year using the Florida Performance Measurement System Screening/Summative Instrument (LEADS). The resource team consists of a Curriculum Leadership Team member, Mentor, and Mentee. This team meets to create an Action Plan. The plan is reviewed quarterly by the Mentor or Curriculum Leadership Team member. The Mentor provides resources and keeps a checklist ensuring the timeline is followed and that the induction process is completed for each new teacher. In addition, these pre-professional teachers create an extensive portfolio that documents mastery of the Twelve Accomplished Practices.

Furthermore, the CLT will mentor new teachers by pairing. Rationale for Paring:

1. New teacher orientation is offered to teachers who are new at the school and or field.
2. All-new instructors will have the opportunity to participate in collegiate conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology.
3. Florida Educator Accomplished Practices will be the focus of monthly meetings for the mentor and mentee.
4. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.
5. Ongoing observation of teacher, informal meetings to provide support, and assistance with Accomplished Practices.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

Rickards High School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This approach supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Curriculum pacing guides and rubric are in place that clearly define student levels of growth and performance on essential elements of state and district standards. Information is available in Performance Matters for examining the extent to which assessments accurately measure the written and taught curriculum, and assessments and for rigor and cultural relevance. The school Curriculum Leadership Team ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor through IObservation and monthly meetings.

**b. Instructional Strategies**

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Rickards High School uses previous and current-year data, along with RTI process to provide instruction to meet the diverse needs of all students. This process is implemented using Progress Monitoring for their initial standards assessment. These assessments are used to measure accurately their students' academic strengths, weaknesses, and provide an academic map for the next steps in instruction. Informal and formal classroom-based assessments can be conducted throughout the year to track learning objectives and skills achievements. Assessment results are used to keep track of the findings and used to design instructional strategies tailored for the individual student. Data-driven curriculum and instruction are common practices at Rickards High School. The leadership team makes sure teachers are familiar with interpreting data to drive their planning and instruction. One of the indicators of our Deliberate Practice Plan for Leadership is to ensure that all faculty members understand the curriculum standards such the Next-Generation Sunshine State Standards for Science, The Florida State Standards, and The Florida Standards Assessment, along with effective feedback skills to benefit their students. Examples of how instruction is modified or supplemented to assist students having difficulty attaining proficient or advanced level on state assessments are listed below:

Meetings are held regularly to make decisions about literacy instruction at the school. Student data is analyzed and compared to expectations found in the Language Arts Florida standards (LAFS).

Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.

Use of study guides notes; highlighting or summarizing

RHS leaders created a schedule with an additional 5-minute Resource Block

RHS leaders created a schedule with an uninterrupted 5-minute Data Chats Block

RHS leaders created a schedule with an additional 50 minute Reading Block with Achieve 3000

RHS leaders provided instruction based on student needs

RHS leaders provided instruction aligned with the Language Arts Florida Standards are employed for every grade level

RHS leaders provided resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small-group instruction)

RHS faculty administered assessments which measure instructed standards.

RHS leaders monitored progress at the class and grade level during Learning Team Meetings

RHS faculty and staff conducted data chats with students.  
RHS leaders created units of study based on current data.  
RHS leaders chose methods of instruction on based on the needs of students (modeled, guided practice, inquiry, HMM Collections)  
Students receiving push-in/pull out services for ESE/ELL  
RHS leaders provided LLI (Leveled Literacy Intervention) instruction  
RHS leaders designed and implemented Family Literacy Night  
RHS leaders provided Process and Strategy charts for reminders of teaching.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 540

Strategy Description-Students are placed in a Credit Retrieval pullout course. Offering these courses gives failing and struggling students another opportunity to recover lost credits and/or to spend more time focusing on reading and math programs during the day as well as in one of the additional programs (such as: AVID and 21st CCLC) designed to help students achieve. Our 21st CCLC Program is an effective extended day program that is designed to help struggling students (Level 1 and 2s) to improve their performances on state-mandated tests.

**Strategy Rationale**

Our rationale is to provide: Teacher Collaboration, Planning, Resource Block, Achieve 3000, Professional Development, and enrichment activities to our students to ensure all students, especially our struggling students are provided an opportunity to improve in their core academic classes.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Cook, Douglas, cookd3@leonschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected through surveys, benchmark assessments, classroom observation tools, classroom assessment tools (such as: tests, quizzes, differentiated instructions), and other various classroom assessments: Credit Recovery, Plato Recovery Lab, Achieve 3000, ACT/SAT scores, PERT scores, AVID evaluations, and 21st CCLC data.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

All members of Rickards High School faculty and staff participate in collaborative learning communities that meet both informally and formally regularly. Collaboration occurs across grade

levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practices and student performance.

## **b. College and Career Readiness**

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

Prior to the school year ending, our parents and students are given a course request sheet/guide. This document is posted at the school website as well. The courses request sheet is used to help guide parents and students to with their course selections for the next school year. Each year, our staff and leaders carefully review this material to provide our families with meaningful and accurate registration information. With the support and cooperation of teachers, staff, leaders, parents, and students, we are confident that we have created a strong academic program that will be personal, yet at the same time, challenging and enriching to our students. One that will teach and guide them so that they reach their maximum potential, including opportunities to take college credit courses.

Several initiatives and programs (such as the IT/STEM Parent Workshop Career Day, The Club and Activities Day, Grade Nights, AVID Night, and 21st CCLC Showcase Night, Parent Night, Parent workshops, all have been established to foster a college-bound culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Our College and Career goals include: (1) Promoting and increasing the number of students participating and performing in Advanced Placement (AP) coursework; (2) Continue the implementation of The Advance Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low-income students in Industry Certification, STEM and online Advanced Placement (AP) courses. Furthermore, MAPP is designed to improve performance in AP courses through student tutorials, teacher and administrator professional development, summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instructions so that students are college ready and prepared for post secondary success. (3) The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through elective AVID courses that include instruction in college readiness topics and strategies; (4) The use of the HMH Collections curriculum to increase the rigor in English Language Arts classes at Rickards High School; (5) The FAMU Talent Search Program, which provides First-Generation Mentors, who are themselves first-generation college goers and/or graduates to work with the high-school students who are potential first-generation college goers using the Realizing the College dreams; a curriculum used to provide strategies that will help students achieve their post-secondary goals; (6) Guidance Services working with students and parents to inform and support students and parents in graduation and college readiness goals; (7) Grant's assistance, to seek out and obtain funding for many of these programs and initiatives; and (8) The Career IT Fair has been established as an annual event to recruit and foster students who may have a career interest in the field of Information Technology, or STEM. Local and state vendors are present to discuss their products and services.

### **2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

Students at James S. Rickards have an opportunity to select elective courses in computer and Career Education that will develop concrete competencies relating to life happenings outside of school. Some of the instructional activities are applied and integrated in the curriculum framework used by each classroom teacher to help students used their knowledge and skills to complete real-world expectations and daily tasks. Rickards High School offers the below programs and industry certifications:

Engineering & Technology Education

Information Technology  
Health Science  
Microsoft Word

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

James S. Rickards High School offers career academies and or career and technical education programs. These programs were organized as programs of study attached to articulated credits with local post-secondary institutions (Lively Technical Center) as well as industry certifications. Our Guidance Counselors and APC assist students with choosing their classes in order to select the appropriate program as well as the correct course sequence to take it.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

Rickards High School:

Prepares students for college, careers, and life.

We offer after school and Saturday college readiness workshops for students (such as ACT and SAT Preps).

Our counselors conduct classroom guidance and individual counseling sessions with students.

For the 2017-2018 School-Year, Rickards High has added strategy's classes, Saturday camps, 21st CCLC Saturday classes, and workshops for students, teachers, and parents.

Meetings are held with parent(s) (i.e. parent academies) to explain their role in assisting students with being ready for college.

Our school site teaches review and provided assistance to specific students as needed.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

**C. Strategic Goals**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** As James S. Rickards High School begins a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient on the 2018 FSA.
- G2.** James S. Rickards High School will maintain 70% proficiency in school wide scores for the Algebra 1 FSA End of Course Exam for the 2017-18 school year.
- G3.** James S. Rickards High School will maintain 70% proficiency in school wide scores for the Biology FSA End of Course Exam for the 2017-18 school year.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** As James S. Rickards High School begins a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient on the 2018 FSA. **1a**

G096135

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0

**Targeted Barriers to Achieving the Goal** **3**

- The lack of prior background knowledge of the student can hinder progress as well as the limited vocabulary and time constraints.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Digital software, Success-maker, Achieve 3000, 21st CCLC, AVID, AVID Tutors, FSU Teach Tutors, Title I tutorials are among some of the assessments' tools that will be utilized to measure the goal's learning gains. Teachers' classroom assessments such as Kaleidoscope, notes, tests, among some will be used as well to measure student learning gains.
- The Administration, Lead Teams, and Reading Coaches are responsible for progress monitoring toward the school's reading goal. Site based leaders will meet at least twice of a month to discuss, review, revisit outlined goals and strategies via evidence such as IObservations, DDP Deliberate Practice Plan, classroom assessment tests, quizzes, among others.

**Plan to Monitor Progress Toward G1.** **8**

Administration Team, Reading and Writing Coaches

**Person Responsible**

Douglas Cook

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

LEADS, student self assessment data, Lesson Plans, data from tutorial services, among others

**G2.** James S. Rickards High School will maintain 70% proficiency in school wide scores for the Algebra 1 FSA End of Course Exam for the 2017-18 school year. 1a

G096136

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of skills and knowlege with math standards and prior background related to student ability to learn and self-motivation from student

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Math Pearson Algebra 1, Algebra 2 and Geometry, EOCs and math practice tests, Carnegie Math, Lesson Plans, ACT and SAT Preps, among others

**Plan to Monitor Progress Toward G2.** 8

Provide documentation in lesson plans to show evidence of meeting the math goal.

**Person Responsible**

Douglas Cook

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Lesson Plans, Leon LEADS documentation, Common assessments aligned with the Next Generation Math Standards.

**G3.** James S. Rickards High School will maintain 70% proficiency in school wide scores for the Biology FSA End of Course Exam for the 2017-18 school year. 1a

G096137

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	70.0

**Targeted Barriers to Achieving the Goal** 3

- Student background information is unknown prior to attending Rickards High School that may impact student learning ability as well as the student's self motivation to learn.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Lesson plans, GIZMO, practice tests. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas of science.

**Plan to Monitor Progress Toward G3.** 8

Monitoring of progress towards the science and goals through learning walks, and reviewing PM data at departmental science meetings.

**Person Responsible**

Douglas Cook

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Science Progress Monitoring Tools, Student's ability to complete scheduled science labs assessments, Achieve 3000, and observations.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

**G1.** As James S. Rickards High School begins a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient on the 2018 FSA. 1

G096135

**G1.B1** The lack of prior background knowledge of the student can hinder progress as well as the limited vocabulary and time constraints. 2

B258784

**G1.B1.S1** Teachers will provide clear lessons, learning goals and rubrics, track students' progress, and celebrate student success in reading content areas. 4

S274002

### Strategy Rationale

Utilizing this strategy promotes and encourages students to read more, engage and collaborate in study groups to prepare for quizzes and tests. Furthermore, teachers are able to track students' reading progress almost effortlessly, using this strategy.

### Action Step 1 5

Reading, Writing and English teachers will use Achieve 3000 and other data assessments to determine needs, strengths, and weaknesses to group students accordingly.

#### Person Responsible

Douglas Cook

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

FSA Scores, Leon LEADS documentation, students report cards among others.

### Action Step 2 5

Lesson plans reflecting strategies to improve critical-thinking skills will be required; along with conducting classroom walk through, formal and informal observations will be completed the administration team.

#### Person Responsible

Douglas Cook

#### Schedule

Daily, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Results of student's assessment tests, FCAT, ACT, SAT, Leon LEADS, among others.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Monitoring of progress toward the reading goal

**Person Responsible**

Douglas Cook

**Schedule**

Daily, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Leon LEADS, Achieve 3000, among others.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Monitoring of progress towards the reading goals through learning walks and departmental reading meetings.

**Person Responsible**

Douglas Cook

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Leon LEADS, DPP, Lesson Plans, Data Chats, Classroom Assessments among others.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Monitoring of progress towards the reading goals through learning walks and departmental reading meetings.

**Person Responsible**

Douglas Cook

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Leon LEADS, DPP, Lesson Plans, Classroom Assessments among others.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Monitoring of progress toward the reading goals through learning walks and departmental reading meetings.

**Person Responsible**

Douglas Cook

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Leon LEADS, DPP, Lesson Plans, Classroom Assessments among others.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Monitoring of progress toward the reading goals through learning walks and departmental reading meetings.

**Person Responsible**

Douglas Cook

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Leon LEADS, DPP, Lesson Plans, Classroom Assessments among others.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Monitoring of progress toward the reading goals through learning walks and departmental reading meetings.

**Person Responsible**

Douglas Cook

**Schedule**

Daily, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Leon LEADS, DPP, Lesson Plans, Classroom Assessments among others.

**G2.** James S. Rickards High School will maintain 70% proficiency in school wide scores for the Algebra 1 FSA End of Course Exam for the 2017-18 school year. 1

G096136

**G2.B1** Lack of skills and knowlege with math standards and prior background related to student ability to learn and self-motivation from student 2

B258785

**G2.B1.S1** Teachers' lesson plans reflect strategies to improve critical-thinking skills, and classroom walk through by the leadership team. 4

S274003

### Strategy Rationale

Ensure all students are performing at the appropriate academic level and being provided the interventions they need to be successful.

### Action Step 1 5

Teachers' lesson plans reflect strategies to improve critical thinking skills

#### Person Responsible

Douglas Cook

#### Schedule

Daily, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Observations, CLT meetings, assessments, data chats, rubrics, and lessons

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers and school leaders review regularly the common assessment data during math department meetings to determine toward the goal

#### Person Responsible

Douglas Cook

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Common assessments aligned with The Florida Math Standards

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Common tests in the Math Department to identify students who have difficulty with complex tasks

**Person Responsible**

Douglas Cook

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Resource block, practice test, observations, workshop training, professional development training for teachers

**G3.** James S. Rickards High School will maintain 70% proficiency in school wide scores for the Biology FSA End of Course Exam for the 2017-18 school year. 1

G096137

**G3.B1** Student background information is unknown prior to attending Rickards High School that may impact student learning ability as well as the student's self motivation to learn. 2

B258786

**G3.B1.S1** Teachers will provide clear learning goals and rubrics relating to student writing as well as keeping track of student's progress and celebrate success in writing for the content areas. 4

S274004

**Strategy Rationale**

We will increase the number of 9th grade students scoring at proficiency or above on state assessment in science.

**Action Step 1 5**

Science teachers will use Achieve 3000, GIZMO data, Rickards High School Science Department materials, Pre and post-test data will be utilized to determine needs, strengths and weaknesses and grouping students accordingly.

**Person Responsible**

Douglas Cook

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Pre and post classroom test assessments, homework completion, casework binders, state assessments, among others.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Administrators will continue to implement progress monitoring school wide.

**Person Responsible**

Douglas Cook

**Schedule**

On 5/30/2018

***Evidence of Completion***

Teachers' lesson plans, goals, rubrics, assessments, EOCs, data chats, and meetings

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Regular data analysis from students' assessments

**Person Responsible**

Douglas Cook

**Schedule**

On 5/30/2018

***Evidence of Completion***

Administrators will evaluate academic progress by utilizing teacher data (test assessments, SLOs, DP's, lesson plans, rubrics, EOCs, and meetings).

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M394981	Administration Team, Reading and Writing Coaches	Cook, Douglas	8/14/2017	LEADS, student self assessment data, Lesson Plans, data from tutorial services, among others	5/30/2018 monthly
G2.MA1 M394984	Provide documentation in lesson plans to show evidence of meeting the math goal.	Cook, Douglas	8/14/2017	Lesson Plans, Leon LEADS documentation, Common assessments aligned with the Next Generation Math Standards.	5/30/2018 weekly
G3.MA1 M394987	Monitoring of progress towards the science and goals through learning walks, and reviewing PM data...	Cook, Douglas	8/14/2017	Science Progress Monitoring Tools, Student's ability to complete scheduled science labs assessments, Achieve 3000, and observations.	5/30/2018 weekly
G1.B1.S1.MA1 M394975	Monitoring of progress towards the reading goals through learning walks and departmental reading...	Cook, Douglas	8/14/2017	Leon LEADS, DPP, Lesson Plans, Data Chats, Classroom Assessments among others.	5/30/2018 weekly
G1.B1.S1.MA3 M394976	Monitoring of progress towards the reading goals through learning walks and departmental reading...	Cook, Douglas	8/14/2017	Leon LEADS, DPP, Lesson Plans, Classroom Assessments among others.	5/30/2018 weekly
G1.B1.S1.MA4 M394977	Monitoring of progress toward the reading goals through learning walks and departmental reading...	Cook, Douglas	8/14/2017	Leon LEADS, DPP, Lesson Plans, Classroom Assessments among others.	5/30/2018 weekly
G1.B1.S1.MA5 M394978	Monitoring of progress toward the reading goals through learning walks and departmental reading...	Cook, Douglas	8/14/2017	Leon LEADS, DPP, Lesson Plans, Classroom Assessments among others.	5/30/2018 weekly
G1.B1.S1.MA6 M394979	Monitoring of progress toward the reading goals through learning walks and departmental reading...	Cook, Douglas	8/14/2017	Leon LEADS, DPP, Lesson Plans, Classroom Assessments among others.	5/30/2018 daily
G1.B1.S1.MA1 M394980	Monitoring of progress toward the reading goal	Cook, Douglas	8/14/2017	Leon LEADS, Achieve 3000, among others.	5/30/2018 daily
G1.B1.S1.A1 A367840	Reading, Writing and English teachers will use Achieve 3000 and other data assessments to determine...	Cook, Douglas	8/14/2017	FSA Scores, Leon LEADS documentation, students report cards among others.	5/30/2018 weekly
G1.B1.S1.A2 A367841	Lesson plans reflecting strategies to improve critical-thinking skills will be required; along...	Cook, Douglas	8/14/2017	Results of student's assessment tests, FCAT, ACT, SAT, Leon LEADS, among others.	5/30/2018 daily
G2.B1.S1.MA1 M394982	Common tests in the Math Department to identify students who have difficulty with complex tasks	Cook, Douglas	8/14/2017	Resource block, practice test, observations, workshop training, professional development training for teachers	5/30/2018 weekly
G2.B1.S1.MA1 M394983	Teachers and school leaders review regularly the common assessment data during math department...	Cook, Douglas	8/14/2017	Common assessments aligned with The Florida Math Standards	5/30/2018 weekly
G2.B1.S1.A1 A367842	Teachers' lesson plans reflect strategies to improve critical thinking skills	Cook, Douglas	8/14/2017	Observations, CLT meetings, assessments, data chats, rubrics, and lessons	5/30/2018 daily
G3.B1.S1.MA1 M394985	Regular data analysis from students' assessments	Cook, Douglas	8/14/2017	Administrators will evaluate academic progress by utilizing teacher data (test assessments, SLOs, DP's, lesson plans, rubrics, EOCs, and meetings).	5/30/2018 one-time
G3.B1.S1.MA1 M394986	Administrators will continue to implement progress monitoring school wide.	Cook, Douglas	8/14/2017	Teachers' lesson plans, goals, rubrics, assessments, EOCs, data chats, and meetings	5/30/2018 one-time
G3.B1.S1.A1 A367843	Science teachers will use Achieve 3000, GIZMO data, Rickards High School Science Department...	Cook, Douglas	8/14/2017	Pre and post classroom test assessments, homework completion, casework binders, state assessments, among others.	5/30/2018 monthly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** As James S. Rickards High School begins a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient on the 2018 FSA.

**G1.B1** The lack of prior background knowledge of the student can hinder progress as well as the limited vocabulary and time constraints.

**G1.B1.S1** Teachers will provide clear lessons, learning goals and rubrics, track students' progress, and celebrate student success in reading content areas.

### PD Opportunity 1

Reading, Writing and English teachers will use Achieve 3000 and other data assessments to determine needs, strengths, and weaknesses to group students accordingly.

#### Facilitator

Reading and Writing Coaches, Administrators, and RHS Lead Team Members

#### Participants

Administrative Team, Reading, Social Studies, and English teachers, Reading Coaches, Department Heads, coordinate with Social Studies and Science teachers to provide support in reading and writing.

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### PD Opportunity 2

Lesson plans reflecting strategies to improve critical-thinking skills will be required; along with conducting classroom walk through, formal and informal observations will be completed the administration team.

#### Facilitator

Administrators and Team Leaders

#### Participants

Teachers and students

#### Schedule

Daily, from 8/14/2017 to 5/30/2018

**G2.** James S. Rickards High School will maintain 70% proficiency in school wide scores for the Algebra 1 FSA End of Course Exam for the 2017-18 school year.

**G2.B1** Lack of skills and knowlege with math standards and prior background related to student ability to learn and self-motivation from student

**G2.B1.S1** Teachers' lesson plans reflect strategies to improve critical-thinking skills, and classroom walk through by the leadership team.

### **PD Opportunity 1**

Teachers' lesson plans reflect strategies to improve critical thinking skills

#### **Facilitator**

Douglas Cook

#### **Participants**

Teachers and students

#### **Schedule**

Daily, from 8/14/2017 to 5/30/2018

**G3.** James S. Rickards High School will maintain 70% proficiency in school wide scores for the Biology FSA End of Course Exam for the 2017-18 school year.

**G3.B1** Student background information is unknown prior to attending Rickards High School that may impact student learning ability as well as the student's self motivation to learn.

**G3.B1.S1** Teachers will provide clear learning goals and rubrics relating to student writing as well as keeping track of student's progress and celebrate success in writing for the content areas.

### **PD Opportunity 1**

Science teachers will use Achieve 3000, GIZMO data, Rickards High School Science Department materials, Pre and post-test data will be utilized to determine needs, strengths and weaknesses and grouping students accordingly.

#### **Facilitator**

Science teachers, RHS Lead Team, Administration Team

#### **Participants**

Teachers and Students

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Reading, Writing and English teachers will use Achieve 3000 and other data assessments to determine needs, strengths, and weaknesses to group students accordingly.</b>				<b>\$53,290.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0051 - James Rickards High School	Title I, Part A	1.0	\$53,290.50
<i>Notes: Includes one teacher's salary plus the benefits</i>						
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Lesson plans reflecting strategies to improve critical-thinking skills will be required; along with conducting classroom walk through, formal and informal observations will be completed the administration team.</b>				<b>\$3,032.05</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0051 - James Rickards High School	Title I, Part A		\$3,032.05
<i>Notes: Resource Block materials and strategy implementation.</i>						
<b>3</b>	<b>G2.B1.S1.A1</b>	<b>Teachers' lesson plans reflect strategies to improve critical thinking skills</b>				<b>\$4,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0051 - James Rickards High School	Title, I Part A		\$4,500.00
<i>Notes: Hard copies and/or books to supplement lesson plans.</i>						
<b>4</b>	<b>G3.B1.S1.A1</b>	<b>Science teachers will use Achieve 3000, GIZMO data, Rickards High School Science Department materials, Pre and post-test data will be utilized to determine needs, strengths and weaknesses and grouping students accordingly.</b>				<b>\$5,995.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	390-Other Purchased Services	0051 - James Rickards High School	Title, I Part A		\$5,995.00
<i>Notes: Achieve 3000 test and practice materials</i>						
					<b>Total:</b>	<b>\$66,817.55</b>