James Rickards High School

2022-23 Schoolwide Improvement Plan

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James Rickards High School

3013 JIM LEE RD, Tallahassee, FL 32301

https://www.leonschools.net/rickards

Demographics

Principal: Doug Cook

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: B (55%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Leon County School Board on 9/19/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

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.

Provide the school's vision statement.

The vision for James S. 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.

School Leadership Team

Membership
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.**:**

Name	Position Title	Job Duties and Responsibilities
Cook, Douglas	Principal	Mr. Cook develops standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities.
Barnes, Deborah	Assistant Principal	Assistant Principal for Curriculum: supervises the academic program under direction of the Principal. The AP for curriculum works with and coordinates the efforts of the academic Department Chairs and Math and Reading Interventionists to monitor and facilitate the academic progress of all students.
Cowart, Chris	Assistant Principal	Assistant Principal of Attendance and Facilities: Assist the school principal in overall administration of instructional program and campus level operations, monitors student attendance and prepares reports and supervises the daily function of the school building.
Striplin, Sam	Assistant Principal	Assistant Principal of Student Affairs: Assist the school principal in overall administration of instructional program and campus level operations and coordinates assigned student activities and services.
Thomas, Andrew	Dean	Dean of Students: Assist the school principal in overall administration of instructional program and campus level operations and coordinates assigned student activities and services.
Jones, Terraca	School Counselor	Chair of Guidance Department: Supervise guidance staff and delegates assignments, meeting the academic, career, and personal/social development of all students. Coordinate course and summer registration period along with the school counseling program.
Mitchell, Altovise	Math Coach	Provides ongoing support by guiding the learning every step of the way. Whether through collaborative planning, demonstration lessons, co-teaching, or informal discussions, coaches step in to discuss the math content, clarify the math standard, or suggest teaching options or next steps.
Ross, Lisa	Reading Coach	Ensures students receive high-quality literacy instruction. The Literacy Coach leads the development and improvement for teachers in a school building via training, observations, model lessons, feedback conversations, data analysis and more. The Literacy Coach serves as the literacy content expert and provides support on curriculum, high-quality interactions, and the science of teaching reading.

Demographic Information

Principal start date
Sunday 7/1/2012, Doug Cook

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

84

Total number of students enrolled at the school

1,571

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

16

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

16

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	511	391	377	292	1571
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	145	99	125	92	461
One or more suspensions	0	0	0	0	0	0	0	0	0	13	9	10	4	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	61	61	50	16	188
Course failure in Math	0	0	0	0	0	0	0	0	0	38	35	46	16	135
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	227	170	140	78	615
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	211	139	84	42	476
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	184	31	28	17	260
	0	0	0	0	0	0	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 who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/30/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	479	381	438	283	1581
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	152	141	193	99	585
One or more suspensions	0	0	0	0	0	0	0	0	0	17	6	3	2	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	55	54	98	25	232
Course failure in Math	0	0	0	0	0	0	0	0	0	67	64	86	21	238
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	201	136	179	83	599
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	199	89	99	42	429
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	130	107	165	59	461

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	75	47	71	1	194
Students retained two or more times	0	0	0	0	0	0	0	0	0	22	23	32	8	85

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	479	381	438	283	1581
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	152	141	193	99	585
One or more suspensions	0	0	0	0	0	0	0	0	0	17	6	3	2	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	55	54	98	25	232
Course failure in Math	0	0	0	0	0	0	0	0	0	67	64	86	21	238
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	201	136	179	83	599
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	199	89	99	42	429
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	130	107	165	59	461

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	75	47	71	1	194
Students retained two or more times	0	0	0	0	0	0	0	0	0	22	23	32	8	85

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	55%	51%				40%	57%	56%
ELA Learning Gains	44%						45%	52%	51%
ELA Lowest 25th Percentile	32%						34%	40%	42%
Math Achievement	26%	36%	38%				45%	56%	51%
Math Learning Gains	40%						44%	47%	48%
Math Lowest 25th Percentile	47%						46%	47%	45%
Science Achievement	63%	47%	40%				76%	67%	68%
Social Studies Achievement	66%	46%	48%				80%	82%	73%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	70%	22%	67%	25%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	81%	12%	70%	23%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	69%	-18%	61%	-10%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	67%	-27%	57%	-17%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	24	19	16	19	28	43	58		92	15
ELL	24	52	45	20	45						
ASN	92	76								100	100
BLK	29	40	32	24	38	49	62	64		94	42
HSP	41	49	31	33	50			85		92	42
MUL	35	36		32	38					100	15
WHT	63	64		43	50		64			96	65
FRL	26	37	31	21	36	45	57	63		93	32

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	25	15	21	30	40	60	71		93	3
ELL	19	27		27	42						
ASN	86	61								100	100
BLK	28	28	19	20	20	29	61	67		96	36
HSP	43	40	21	26	23					100	67
MUL	44	36		21	7						
WHT	73	41		57	57			73		95	68
FRL	23	24	19	17	18	21	52	66		95	32

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	25	16	30	46					88	14
ELL	13	20	10								
ASN	89	64								94	94
BLK	32	42	35	41	40	44	72	78		93	36
HSP	38	35	18	64	52					90	44
MUL	57	48		71							
WHT	70	61		67	57		91	80		95	78
FRL	29	41	34	41	43	43	70	78		91	23

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	11
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Trends across all grade levels, subgroups and content areas suggests that there was improvement in proficiency across the board as well as learning gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

There was an increase in percentage of proficiency in Math, however Algebra 1 and Geometry still had the greatest need for improvement.

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

Returning to pre-pandemic form consists of closing the gaps in learning that were caused during the year. Students who were not face to face with their teacher incurred the largest loss. The 2021-2022 school year was the first whole year that all students returned to face-to-face instruction. The school will benefit from new Math and ELA/Reading Interventionists who will analyze data and allow for best outcomes and practices for teaching and learning in the most critical areas, Math and Literacy.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on 2022 state assessments the most improvement was in math and science.

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

The contributing factors for improvement in Math and Science on the 2022 assessment are most attributed to in person instruction when compared to the 2020-21 school year. Students were also able to receive supplemental face-to-face opportunities with Saturday School.

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

The strategies that will need to be implemented in order to accelerate learning are students will consistently receive grade-level materials, tasks, and assignments, along with appropriate scaffolds as students learn new skills. More specifically, leaders and teachers will build upon students' experiences and differentiate learning to focus on students' most critical gaps. This will occur when strategies such as intentional scaffolding prioritizing standards, diagnosing essential missed learning, and utilizing interdependent collaborative student teams are utilized.

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

Monthly professional development opportunities will focus on standards based instruction, instructional practices, data driven lesson planning, and intervention strategies. Additional training will be provided to all teachers on AVID focused note taking, text marking, questions for rigor, differentiation and lesson planning.

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

To ensure sustainability in the next year and beyond Improvement of communication among stakeholders, particularly teachers, parents and students will be implemented. Furthermore consistent review of data, department data chats among teachers, department heads and administrators, in addition to ensuring that educators have continuous access to professional development to be able to best support the needs of those they serve will be implemented.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The area of focus will be the Algebra 1 and Geometry End Of Course Exams. 2021-22 proficiency in Algebra 1 and Geometry was 30% and 22% respectively. Passing test scores for first time test takers is 19% lower from the 2018-2019 (45%) school year to the 2021-2022 (26%) school year. It is imperative that the scores increase so students can meet the Algebra 1 graduation requirement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Passing scores on the Algebra 1 and Geometry EOCs for the 2022-2023 school year will increase by at least 10% (to at least 29%) from the 2021-2022 test scores.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	In order to track progress throughout the year, students will take a beginning of the year baseline, and a midyear progress monitoring exam and an end of the year progress monitoring exam, prior to the EOC exam.
Person responsible for monitoring outcome:	Altovise Mitchell (mitchella2@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Students will have weekly assessments. After each assessment, it will be determined which standards have not been met in order to inform lesson planning for re-teaching of certain standards. Additionally students can receive after-school tutoring for help with the concepts.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy has been chosen because it allows the students to track which benchmarks they have mastered. In addition, if they have not mastered the benchmark, it allows them to take ownership in their education and get the support they need to be successful.

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.

• Baseline at the beginning of the year

Person Responsible	Altovise Mitchell (mitchella2@leonschools.net)

• Weekly assessments

Person Responsible	Altovise Mitchell (mitchella2@leonschools.net)

• Tutoring - as needed, students' responsibility to make appointment and take advantage of opportunity

Person Responsible	Altovise Mitchell (mitchella2@leonschools.net)

• Midyear progress monitoring exam

Person Responsible   Altovise Mitchell (mitchella2@leonschools.net)

• End of year progress monitoring exam

Person Responsible   Altovise Mitchell (mitchella2@leonschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus will be to ensure students are demonstrating mastery of the benchmarks identified on the B.E.S.T. Standards to be successful on the new progress monitoring test FAST, which is replacing FSA. This past year a combined 37% of 9th and 10th grade ELA students achieved Level 3 or higher. Coming out of a COVID year and students not consistently coming to school every day, made it difficult to ensure students received the proper instruction to prepare them for their end of year assessments. It is imperative that scores increase to adequately show learning gains in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase of Level 3 students in 9th and 10th grade for the 2022-2023 school year by at least 5% from the 2021-2022 test scores.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will administer Formative Assessments to monitor student progress and mastery of the benchmarks. Students will take a fluency test to determine their reading fluency in order for teachers to drive instructions (remove) to further prepare students for the end of the year assessment. Students will also take two progress monitoring tests (FAST), one in September, and the second in December, leading up to the final progress monitoring in May. This will track student progress throughout the year and provide a summative record of student mastery of the benchmarks by the end of the year. Additionally, students will be required to have quarterly data chats in which they will discuss with the teacher the objectives they have mastered and which objectives they are still learning.
Person responsible for monitoring outcome:	Lisa Ross (rossl@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Students will receive daily assignments using Study Sync which focuses on the different components and benchmarks they need to master for comprehension. Outcomes from the teacher administered formative assessments will guide teacher adjustments and differentiation of instruction. Remediation will be provided to those students who need further assistance based on the results of their assignments and assessments. Quarterly data chats will provide feedback of all results.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Quarterly data chats have been chosen because students will be informed of their progress, including the objectives they have mastered and what they still need to learn.

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.

• Progress Monitoring in September and December
• Daily assignments (Study Sync)
• Remediation
• Quarterly data chats
• Midterm exam
• Practice FAST
• Formative Assessments
• Provide Professional Development for Teachers (i.e. Tiered Interventions, Decision Trees, etc.)

Person Responsible	Lisa Ross (rossl@leonschools.net)

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus will be the US History End of Course Exam. Passing test scores fell 4% (from 70% to 66%) from the 2020-2021 school year to the 2021-2022 school year. Passing scores on the US History EOC have now dropped below 70% for the first time since 2018. It is critical that scores increase again to adequately show learning gains in US History.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Passing scores on the US History EOC for the 2022-2023 school year will increase by at least 5% (to at least 71%) from the 2021-2022 test scores.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	In order to track their progress throughout the year, students will take a pretest at the beginning of the year, a midterm exam and a practice exam prior to the EOC being administered. Additionally, students will be required to have quarterly data chats where they will discuss with the teacher the objectives they have passed and which objectives they are still learning. y will discuss with the teacher which objectives they have passed and which they are still learning.
Person responsible for monitoring outcome:	Meaghan Eckerle (eckerlem@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students will have bi-weekly tests and will receive remediation based on the results of their tests. After each test, it will be determined which objectives have not been passed and students will receive after school tutoring for one on one help with the material and retake their test.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This strategy has been chosen because it will directly inform the quarterly data chats that will be conducted. Additionally, students will be well informed about which specific objectives they have met and which they still need to learn.

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.

Pretest at the beginning of the year (already happened)
Biweekly tests

Remediation – one on one tutoring and opportunity to retake tests
Quarterly data chats
Midterm exam
Practice EOC

Person Responsible Meaghan Eckerle (eckerlem@leonschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The percentage of students proficient on the Biology ECO increased in 2021-22 more than 6% points from 56.3% to 62.5% when compared to 2020-21. However, the percentage of students proficient is still below the pre-pandemic percentage of 76.5% students proficient on the 2018-19 Biology EOC.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In 2021-2022, 93 students took the Biology EOC and 62.5% of the students passed the Biology EOC. The school plans to achieve at least a 5% increase on the 2022-23 Biology EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	After the baseline pre-test, Biology EOC students will also take a midpoint progress monitoring assessment and an end of year progress monitoring assessment a few weeks before the actual EOC. Data from the end of year progress monitoring will inform teachers of areas of focus to prepare for the EOC. Also, throughout the Biology courses UNIFY is used for individual tests and monitors unit specific benchmarks.
Person responsible for monitoring outcome:	Mark Dignan (dignanm@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence-based strategy: We use progress monitoring and Unify to monitor student progress and modify instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The district has spent time and money designing the progress monitoring assessments and ensuring they are correlated to the standards of the EOC. We have been using those platforms successfully for a while. .

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.

Baseline Progress Monitoring during the first three weeks of school
Weekly/Biweekly unit assessments with UNIFY
Midyear Progress Monitoring
Tutoring as needed during officer hours or by appointment
End of Year Progress Monitoring

Person Responsible   Mark Dignan (dignanm@leonschools.net)

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

School culture develops as staff members interact with each other, the students, and the community. It becomes the guide for behavior that is shared among members of the school at large. Culture is shaped by the interactions of the stakeholders. Everyone has a role to play in building a positive school climate. Success depends on a whole school approach that includes the active involvement of school leaders, staff members, students, parents/guardians and community members who are committed to a shared vision of a safe, inclusive and accepting school community. At the beginning of the year, each class is able to hear clear expectations regarding the school culture for the upcoming year.

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

School Principal and Admin: Set the expectations and provide the model as to what a positive school culture and environment looks like by articulating to all stakeholders the vision and mission of the school.

Teachers and support staff: Assist School and Admin with communicating the school's vision and reiterating expectations to students and other stakeholders.

Parents and community: Reiterating the school's expectations and ensuring that students are complying with expectations as articulated by school administration and teachers.

Students: Adhering to the vision and mission of the school and learning to become good citizens from those who are entrusted with the educational development.