

James Rickards High School



2014-15 School Improvement Plan

James Rickards High School

3013 JIM LEE RD, Tallahassee, FL 32301

[no web address on file]

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

46%

Alternative/ESE Center

No

Charter School

No

Minority

90%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 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 Environment

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. Encouraging the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with students. Provide professional development to staff on increasing positive interactions with students. Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

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. Provide opportunities that involve 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 at 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.

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 with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: 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 parents are notified immediately.

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 being met by engaging with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. 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 counselor also serves as a liaison for special population students here at Rickards High. These special populations include: ELL, ESE, ESOL, and 504 Plan students. This involves communicating with teachers, parents, administration, district personnel, 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 barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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 90 percent, 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 suspension, in school or out of school. Rickards High utilizes a data system to identify students who have attendance, behavioral or academic concerns. The leadership team developed school-wide rules for 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 possess the following: One or more suspensions, in or out of school; course failure in ELA or Math; Level i 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 151.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	43	39	27	42	151
Course failure in ELA or Math	95	57	0	0	152
Level 1 on statewide assessment	84	74	47	22	227

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	43	39	27	42	151

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, Gear-up tutors, FSU mentors, Corrective Reading, Million Book Pledge, Title I tutors, Achieve 3000, etc.

Schedule discussions, goal setting for identified students via PLCs, CTLs, Faculty meeting training, etc.

Intensive Reading and Math classes offered

Credit Recovery Core classes for Level I students

Update the student roster to reflect new enrollees, transfers in and out, and other classifications.

RISK INDICATORS AND/OR PREVIOUS YEAR DATA

Review and interpret student and school level reports

Identify and implement student interventions

Revise students' intervention assignments, as needed

Monitor students' initial responses to interventions in which they are participating

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 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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

James S. Rickards High School leaders encourage all parents to become actively involved in educating their child. Based on our 2013-14 School Climate Survey, 85% of our parents agreed with the statement that the school leaders, staff, and teachers, communicate with them regularly about the needs of their child(ren). Our goal is to improve our parent-school partnership, by strengthening it; along with improving home communication between school and parent to have a positive impact on parent involvement for students. particularly, our struggling students, those in the lower 25% percentile. We are working diligently to provide additional opportunities for parents to volunteer in numerous capacities of student achievement and to assist with ideas/information for continuous academic learning at home.

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 process to sustain partnerships with the local community by sending our weekly Listserv information, monthly Title I newsletter, updating the school website, communicating and collaborating with partners. Most importantly building positive and healthy partnerships to ensure our resources are being maximized to support the school and student. Below is a list of our 2014-2015 community partners:

Awards4U

Publix at Southwood

Lindy's at Lafayette Street and South Monroe

Chick Fil A at Capital Circle

Costco

DW Web Designs

Fun Station

Nuberri Frozen Yogurt

Office Depot

Pepsi-Cola

Sam's Club

Second Helpin' Catering, LLC

Target

Walmart

Wells Fargo

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Barnes, Deborah	Assistant Principal

Duties

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 relates 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, Ms. Vivian Cooley, 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 RTI meetings, ensure attendance of team members, ensure follow-up of action steps, allocate resources;

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

- School reading, math, science, and behavior specialists (specify names)
- Special education personnel (specify names)
- School guidance counselor (specify name)
- School psychologist (specify name)
- School social worker (specify name)
- Member of advisory group, community stakeholders, parents (specify names)

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

Tier 2

Selected (specify) 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, teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (specify) members of the Leadership Team, Tier 2 Team, 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 attend select IEP conferences.

Curriculum Leadership Team (CLT)

Our Curriculum Leadership Team frequently monitor our 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.

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) understands the 4-step process and uses the 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. Additionally, among other duties, our CLT, assist in facilitating the development of instructional schedules based on students' needs.

Our 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. 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 not classified as a Title I, Part A School, however, some of our students to receive

services to ensure students requiring additional remediation are assisted through extended learning opportunities. These services are provided through three Federal and State Funded programs. They are: AVID, GEAR-UP, 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 2013-2014 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, 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Douglas Cook	Principal
Deborah Barnes	Principal
Sharlene Jones	Parent
Aretha McNeil	Education Support Employee
Julia Osegie	Student
Kieser University	Business/Community

Duties

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

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 at Open House for the final draft prior to approval and submitting it to the district for final approval.

Development of this school improvement plan

James S. Rickards High School Students 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, student 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 fund are for the purpose of 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 received fund in a subsequent year.

Preparation of the school's annual budget and plan

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

James S Rickards High School SAC has no funds or funding allocations for school improvement. Funds are provided from other sources (Partners and sponsors), as well as in kind services; to help meet students' needs. For school-year 2013-2015, Rickards High School, which is now a Title I School, will use school, Title I, and district allocated funds to help meet our school's goals for the 2014-15 School Year.

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

No

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Cook, Douglas	Principal
Cooley, Vivian	Assistant Principal
Ansley, Zachary	Assistant Principal
Barnes, Deborah	Assistant Principal
Jones, Terraca	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) promotes and supports literacy in a variety of ways: The 2014-2015 Superintendent's Million Book Challenge, literacy nights, parent involvement night, GEAR-UP, AVID, professional development, Reading coaches and 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' reading level who had not reach the proficiency level in all subgroups 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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 Professional Learning Centers (PLCs) 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 PLCs and 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.

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 to 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 in 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 School 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, 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 & P
4. Department Heads

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

James S. Rickards High School hired six instructors for the 2014-2015 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 45 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 check list to insure 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 to 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 ofn monthly meetings of 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Rickards High School create 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 Data Director 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.

Instructional Strategies

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 accurately measure 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 a common practice 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:

Holding meetings on a regular basis to make decisions about literacy instruction in 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.

Creating a schedule with an uninterrupted 120-minute reading block.

Creating a schedule with an additional 10-minute Resource Block.

Creating a schedule with an uninterrupted 45-60 minute Writing Block.

Creating a schedule with an additional 60 minute Reading Block.

Providing instruction based on student needs.

Providing instruction aligned with the Language Arts Florida Standards for their grade level.

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

Administering assessments which measure instructed standards.

Monitoring progress at the class and grade level during Learning Team Meetings

Conducting data chats with students.

Creating units of study based on current data.

Choosing methods of instruction on based on the needs of students (modeled, guided practice, inquiry)

Students receiving push-in/pull out services for ESE/ELL

Providing LLI (Leveled Literacy Intervention) instruction

Providing Process and Strategy charts for reminders of teaching.

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 Gear-Up) designed to help students achieve. Our 21st CCLC Program is on a pending grant renewal status.

Strategy Rationale

Our rationale is to provide Teacher Collaboration, Planning, and Professional Development; to provide enrichment to our students, and to ensure 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

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

How is data collected and analyzed to determine the effective of this 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: FCAT Explorer, SpringBoard, Plato Recovery Lab, Achieve 3000.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. 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 practice and student performance.

College and Career Readiness

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 student are given a course request sheet/guide. This document is posted to 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 reviewed this material so that we can 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; to teach and guide them so that they will attain 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 GEAR-UP Night, have been established to foster a college-going 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) The promotion of increased student participation and performance in Advanced Placement (AP) coursework; (2) The Advance Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low-income students in STEM and online Advanced Placement (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction 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 an elective AVID course that includes 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 Talent Search Program, which provides First-Generation Mentors, who are themselves first-generation college goers to work with the high-school student who are potential first-generation college goers using the Realizing the College Dream, a curriculum used to provide strategies to help them achieve their post-secondary goals; (6) Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals; and (7) Grant's assistance to seek out and obtain funding for many of these programs and initiatives.

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 use 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

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 are organized as programs of study attached to articulated credit with local post-secondary institutions (Lively Technical Center) as well as industry certifications. Our Guidance Counselors and APC assist students choosing their classes in order to select the appropriate program as well as the correct course sequence to take it.

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:

It 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 2014-2015 School-Year, Rickards High has added strategy's classes and workshops for students, teachers, and parents.

Meetings are held with a parent (i.e. parent academies) to explain their role in assisting students with

being ready for college.

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

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 in this area on the 2015 FSA.

- G2.** As James S. Rickards High School begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.

- G3.** As we begin a more complex state measure of science at James S. Rickards High School, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FSA scores.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, 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 in this area on the 2015 FSA. **1a**

G040426

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	60.0

Resources Available to Support the Goal **2**

- Digital software, Success-maker, Achieve 3000, GEAR-UP, AVID, 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 Teams and Reading Coaches will be responsible for progress monitoring toward this reading goal. Site based leaders will meet at least twice of month to discuss, review, revisit outlined goals and strategies via evidence such as IObservations, DDP Deliberate Practice Plan, classroom assessment tests, quizzes, among others.

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.

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

Administration Team and Reading Coach

Person Responsible

Schedule

Biweekly, from 8/25/2014 to 9/11/2014

Evidence of Completion

IObservations, student self assessment data, Lesson Plans, among others

G2. As James S. Rickards High School begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. 1a

G040427

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	50.0

Resources Available to Support the Goal 2

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

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Vivian Cooley

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

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

G3. As we begin a more complex state measure of science at James S. Rickards High School, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FSA scores. 1a

G040428

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	60.0

Resources Available to Support the Goal 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.

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.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Science Progress Monitoring Tool, Achieve 3000, and IObservation

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 in this area on the 2015 FSA. **1**

 G040426

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

 B097730

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

 S108997

Strategy Rationale

Action Step 1 **5**

Reading, Writing and English teachers will use Carnegie Program and data to determine needs and weaknesses and group students accordingly.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

FAS Scores, IObservation documentation, students report cards among others.

Action Step 2 5

Lesson plans reflecting strategies to improve critical thinking skills and classroom walk through made by the leadership team.

Person Responsible

Vivian Cooley

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Results of student's assessment tests, FCAT, ACT, SAT, IObservations, 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 8/25/2014 to 5/29/2015

Evidence of Completion

IObservations, Achieve 3000, 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 8/25/2014 to 5/29/2015

Evidence of Completion

IObservations, 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

Vivian Cooley

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

IObservations, 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

Vivian Cooley

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

IObservations, 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 8/18/2014 to 6/1/2015

Evidence of Completion

IObservations, 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

Rusty Edwards

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

IObservations, DPP, Lesson Plans, Classroom Assessments among others.

G2. As James S. Rickards High School begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. 1

 G040427

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

 B097731

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

 S121127

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

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

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

Vivian Cooley

Schedule

Weekly, from 9/18/2014 to 6/1/2015

Evidence of Completion

Common assessments aligned with The Florida Math Standards

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

Complex state measure of science will be state and district adopted to measure learning gains

Person Responsible

Douglas Cook

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

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

G3. As we begin a more complex state measure of science at James S. Rickards High School, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FSA scores. **1**

 G040428

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**

 B097732

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**

 S108998

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 teacher will use Achieve 3000 data and Rickards High School Science Department materials. Pre-Test to determine needs and weaknesses and group students accordingly.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Reading, Writing and English teachers will use Carnegie Program and data to determine needs and weaknesses and group students accordingly.		8/25/2014	FAS Scores, IObservation documentation, students report cards among others.	5/29/2015 weekly
G3.B1.S1.A1	Science teacher will use Achieve 3000 data and Rickards High School Science Department materials. Pre-Test to determine needs and weaknesses and group students accordingly.		8/18/2014		6/1/2015 weekly
G2.B1.S1.A1	Teachers' lesson plans reflect strategies to improve critical thinking skills		8/18/2014		6/1/2015 daily
G1.B1.S1.A2	Lesson plans reflecting strategies to improve critical thinking skills and classroom walk through made by the leadership team.	Cooley, Vivian	8/25/2014	Results of student's assessment tests, FCAT, ACT, SAT, IObservations, among others.	5/29/2015 daily
G1.MA1	Admsintiration Team and Reading Coach		8/25/2014	IObservations, student self assesment data, Lesson Plans, among others	9/11/2014 biweekly
G1.B1.S1.MA1	Monitoring of progress toward the reading goals through learning walks and departmental reading meetings.	Cook, Douglas	8/25/2014	IObservations, DPP, Lesson Plans, Classroom Assessments among others.	5/29/2015 weekly
G1.B1.S1.MA3	Monitoring of progress toward the reading goals through learning walks and departmental reading meetings.	Cooley, Vivian	8/18/2014	IObservations, DPP, Lesson Plans, Classroom Assessments among others.	6/1/2015 weekly
G1.B1.S1.MA4	Monitoring of progress toward the reading goals through learning walks and departmental reading meetings.	Cooley, Vivian	8/18/2014	IObservations, DPP, Lesson Plans, Classroom Assessments among others.	6/1/2015 weekly
G1.B1.S1.MA5	Monitoring of progress toward the reading goals through learing walks and departmental reading meetings.	Cook, Douglas	8/18/2014	IObservations, DPP, Lesson Plans, Classroom Assessments among others.	6/1/2015 weekly
G1.B1.S1.MA6	Monitoring of progress toward the reading goals through learning walks and departmental reading meetings.	Edwards, Rusty	8/18/2014	IObservations, DPP, Lesson Plans, Classroom Assessments among others.	6/1/2015 daily
G1.B1.S1.MA1	Monitoring of progress toward the reading goal	Cook, Douglas	8/25/2014	IObservations, Achieve 3000, among others.	5/29/2015 daily
G2.MA1	Provide documentation in lesson plans to show evidence of meeting the math goal.	Cooley, Vivian	8/18/2014	Lesson Plans, IObservations documentation, Common assessments aligned with the Next Generation Math Standards.	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Complex state measure of science will be state and district adopted to measure learning gains	Cook, Douglas	8/18/2014	Resource block, practice test, observations, workshop training, professional development training for teachers, PinPoint	6/1/2015 weekly
G2.B1.S1.MA1	Teachers and school leaders review regularly the common assessment data during math department meetings to determine toward the goal	Cooley, Vivian	9/18/2014	Common assessments aligned with The Florida Math Standards	6/1/2015 weekly
G3.MA1	Monitoring of progress toward the science and goals through learning walks, and reviewing PM data at departmental science meetings.		8/18/2014	Science Progress Monitoring Tool, Achieve 3000, and IObservation	6/1/2015 weekly
G3.B1.S1.MA1	[no content entered]			once	
G3.B1.S1.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

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 in this area on the 2015 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 learning goals and rubrics, track the student progress, and celebrate success in reading content areas.

PD Opportunity 1

Reading, Writing and English teachers will use Carnegie Program and data to determine needs and weaknesses and group students accordingly.

Facilitator

Reading Coach and Administrators

Participants

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

Schedule

Weekly, from 8/25/2014 to 5/29/2015

PD Opportunity 2

Lesson plans reflecting strategies to improve critical thinking skills and classroom walk through made by the leadership team.

Facilitator

Administrators and Team Leaders

Participants

Teachers

Schedule

Daily, from 8/25/2014 to 5/29/2015

G2. As James S. Rickards High School begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.

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

Schedule

Daily, from 8/18/2014 to 6/1/2015

G3. As we begin a more complex state measure of science at James S. Rickards High School, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FSA scores.

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 teacher will use Achieve 3000 data and Rickards High School Science Department materials. Pre-Test to determine needs and weaknesses and group students accordingly.

Facilitator

Science teachers

Participants

Students

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0