JAMES RICKARDS HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Douglas Cook

Position Title
Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name
Dr. Deborah Barnes

Position Title
Assistant Principal for Curriculum

Job Duties and Responsibilities

Dr. Barnes, 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.

Leadership Team Member #3

Employee's Name
Christopher Cowart

Position Title
Assistant Principal for Administration

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name
Samuel Striplin

Position Title
Assistant Principal of Student Affairs

Job Duties and Responsibilities

Assist the school principal in overall administration of instructional program and campus level operations and coordinates assigned student activities and services.

Leadership Team Member #5

Employee's Name
Terraca Jones

Position Title
Guidance Dept. Chair

Job Duties and Responsibilities

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

Leadership Team Member #6

Employee's Name
Altovise Mitchell

Position Title
Math Coach

Job Duties and Responsibilities

Provides instructional support to Math teachers and students by co-teaching, mentoring and modeling in classrooms. Provides support in continual assessment development and the collection, management, and analysis of data.

Leadership Team Member #7

Employee's Name
Dr. Lisa Ross

Position Title
Instructional Coach

Job Duties and Responsibilities

Provides instructional support to all reading and ELA teachers and students by co-teaching, mentoring, and modeling in classrooms. Provides support for continual assessment development and the collection, management, and analysis of data.

C. Stakeholder Involvement and Monitoring

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

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

Stakeholders are an essential component of the learning community and provide feedback towards the School Improvement Process (SIP). Their input is provided through the School Advisory Council (SAC) where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the SAC meetings, teachers, parents, students, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement.

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

The SIP will be monitored regularly by the curriculum leadership team as we use the assessment plan to monitor student achievement and surveys to gather feedback from stakeholders to plan for ongoing professional development, family engagement opportunities, and adjustments to student interventions.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**93.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**94.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

> This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	40	53	55	37	51	50	37	55	51
ELA Grade 3 Achievement **									
ELA Learning Gains	53	53	57	44					
ELA Learning Gains Lowest 25%	58	49	55	32			32		
Math Achievement *	32	43	45	29	45	38	25	36	38
Math Learning Gains	45	42	47				40		
Math Learning Gains Lowest 25%	44	38	49		47		47		40
Science Achievement *	64	61	68	77	65	64	63	47	40
Social Studies Achievement *	75	73	71	72	77	66	66	46	48
Graduation Rate	82	88	90	83	89	89	95	67	61
Middle School Acceleration							40	40	44
College and Career Readiness	45	62	67	48	61	65	47	75	67
ELP Progress	24	46	49	37	45	45	61	67	61

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	562
Total Components for the FPPI	11
Percent Tested	94%
Graduation Rate	82%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
51%	54%	51%	42%		57%	49%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	5	
English Language Learners	35%	Yes	2	
Asian Students	91%	No		
Black/African American Students	50%	No		
Hispanic Students	45%	No		
Multiracial Students	60%	No		
White Students	68%	No		
Economically Disadvantaged Students	45%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	4	
English Language Learners	37%	Yes	1	
Asian Students	97%	No		
Black/African American Students	51%	No		
Hispanic Students	58%	No		
Multiracial Students	43%	No		
White Students	78%	No		
Economically Disadvantaged Students	48%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	3	
English Language Learners	41%	No		
Native American Students				
Asian Students	92%	No		
Black/African American Students	47%	No		
Hispanic Students	54%	No		
Multiracial Students	43%	No		
Pacific Islander Students				
White Students	64%	No		
Economically Disadvantaged Students	45%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%		53%	58%	32%	45%	44%	64%	75%		82%	45%	24%
English Language Learners	14%		38%	57%	38%	33%					40%		24%
Students With Disabilities	14%		42%	54%	7%	36%	44%				82%	6%	
Asian Students	91%		83%	80%	80%						100%	100%	
Black/African American Students	32%		50%	61%	28%	42%	45%	58%	71%		81%	33%	
Hispanic Students	43%		47%	40%	30%	37%	36%		77%		71%	50%	21%
Multiracial Students	67%		61%		42%	74%					73%	45%	
White Students	69%		54%		57%	55%					88%	86%	
Economically Disadvantaged Students	32%		48%	60%	29%	40%	43%	57%	72%		64%	34%	20%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	37%				29%			77%	72%		83%	48%	37%
Students With Disabilities	21%				17%			67%	53%		72%	7%	
English Language Learners	17%				26%						70%		34%
Asian Students	95%										100%	96%	
Black/African American Students	27%				24%			69%	70%		80%	38%	
Hispanic Students	43%				34%			89%	70%		81%	57%	29%
Multiracial Students	40%				45%								
White Students	64%				58%			91%			92%	83%	
Economically Disadvantaged Students	26%				26%			77%	68%		77%	36%	27%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	37%		44%	32%	25%	40%	47%	63%	66%		95%	47%	61%
English Language Learners	24%		52%	45%	20%	45%		43%	58%		92%	15%	61%
Students With Disabilities	18%		24%	19%	16%	19%	28%						
Native American Students													
Asian Students	92%		76%								100%	100%	
Black/African American Students	29%		40%	32%	24%	38%	49%	62%	64%		94%	42%	
Hispanic Students	41%		49%	31%	33%	50%			85%		92%	42%	67%
Multiracial Students	35%		36%	32%	32%	38%					100%	15%	
Pacific Islander Students													
White Students	63%		64%	43%	43%	50%		64%			96%	65%	
Economically Disadvantaged Students	26%		37%	31%	21%	36%	45%	57%	63%		93%	32%	57%

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

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

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

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
2023-24 SPRING						
Ela	10	44%	53%	-9%	53%	-9%
Ela	9	35%	50%	-15%	53%	-18%
Biology		78%	67%	11%	67%	11%
Algebra		30%	53%	-23%	50%	-20%
Geometry		33%	54%	-21%	52%	-19%
History		76%	72%	4%	67%	9%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	16%	1%	16%	1%
Biology		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	16%	-3%	17%	-4%
Biology		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

ELA, Math, and Social Studies achievement increased by 3% from spring 2023 to spring 2024. The contributing factors to the increase were common planning, common assessments, and student data chats.

Lowest Performance

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

Math is the data component with the lowest performance in the Spring 2024 results. Although it has the lowest rate of our tested areas, there was an increase from the prior years. The spring scores increased from 29% in 2023 to 32% in 2024.

Greatest Decline

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

A comparison of the Spring 2023 and Spring 2024 biology state scores showed a decline of 13 points from 77% in 2023 to 64% in 2024.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A

EWS Areas of Concern

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

N/A

Highest Priorities

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

Math
SWD

ELL

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our highest priority for school improvement this year is focusing on increasing our proficiency in Algebra 1 and Geometry EOC.

Specifically relating to:

- Common assessment data
- Progress Monitoring (PM) tests, specifically related to Algebra 1 and Geometry
- Student and Teacher Data Chats
- Tutoring for EOCs

According to the 2024 BEST Algebra 1 and Geometry EOC data, 32% of our students were proficient in Math compared to the state average of _____% and the district average of 56%. The data also shows the low performance of our ELL average of 34% and ESE of 36%. In comparison to the 2023–2024 data, proficiency increased, but these levels of proficiency are still the lowest compared to other academic areas of performance. Based on the data and the identified contributing factors of high numbers of students' absences and the increase in the number of Algebra 1B and Geometry sections due to the additional student population, and no intensive math offering, we will implement common assessment, data chats, and collaborative planning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of data chats, the percentage of students meeting proficiency in algebra 1 and geometry will increase from 32% to 37%, respectively, by the spring of 2025.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

The administration and the mathematics department chair will participate in collaborative data chats to ensure that teachers utilize time efficiently and provide resources, as necessary. Teachers will create and employ team artifacts such as lesson plans, bell ringers, and group activities.

Person responsible for monitoring outcome
Christopher Cowart

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
During collaborative data chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (the incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in RTI or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as they relate to additional assistance needed in the classroom and in what ways both administration and support staff can assist teachers with those needs.

Rationale:
The implementation of the evidence-based strategy Collaborative data chats will provide teachers with time to discuss data trends, make decisions based on data, and create lessons and remediation activities based on needs identified from the data.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Collaboration

Person Monitoring: **By When/Frequency:**
Altovise Mitchell   Monthly, Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will collaborate to create standards-aligned lesson plans through online communication and

during department meetings. As a result, teachers will analyze and utilize their data to realign lessons and assessments.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data shows that the subgroup of students with disabilities underperformed, receiving 36% of federal index points, which is higher percentage compared to 2023 but below the 41% needed to meet state performance levels.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Rickards High School will increase the federal index percentage from 36% to 41% or higher for the underperforming subgroup, students with disabilities, on the 2025 state assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The underperforming subgroup will adhere to progress monitoring with intervention-specific assessments to make adjustments to prescriptive interventions.

Person responsible for monitoring outcome

School Administration

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Explicit instruction systematically involves breaking down skills into smaller steps, modeling, and providing repeated practice and feedback. It has been demonstrated to enhance academic skills and outcomes for students with disabilities. Scaffolding is a teaching strategy that involves providing students with support and guidance as they acquire new skills and progressively reducing that support as they become more independent. Reading, writing, and problem-solving are some contexts where a teacher can use scaffolding. Response to intervention (RTI) is a multi-tiered approach to

assisting academically or behaviorally struggling students. It entails progressively providing more intensive support based on the student's needs to help them progress and succeed.

Rationale:
These evidence based interventions are based on research and evaluation, which means they have been shown to improve outcomes for students with disabilities. It is significant because it ensures that students receive interventions and support that have proven effective instead of relying on methods that no evidence may support.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
differentiated instruction.

Person Monitoring:	**By When/Frequency:**
School Admnistration	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Enhance and provide additional support in the classroom to provide opportunities for small group instruction to properly implement differentiated instruction.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data shows that the subgroup English Language Learners underperformed, receiving 35% of federal index points, which is below the 41% needed to meet state performance levels.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Rickards High School will increase the federal index percentage from 36% to 41% or higher for the underperforming subgroup, English Language Learners, on the 2025 state assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring of progress of ELL students to achieve their desired outcome will include regularly assessing their English Language proficiency and content knowledge through increased informal assessments and additional progress monitoring.

Person responsible for monitoring outcome

Dr. L. Ross

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Teach word-learning strategies: Provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking.

Rationale:
ELLs must receive opportunities for in-depth understanding of words through reading, writing, listening, and speaking.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Data chats Progress Monitoring

Person Monitoring:	By When/Frequency:
Dr. L. Ross	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Present the data. Examine the data: Discuss observations and interpretations of the data. Understand the findings: Consider what the data could mean and what implications it might have. Develop an action plan: Ask questions like what needs to be accomplished, what will change, and how to measure success. Consider what steps could be taken to move toward the goal, such as what could

be done this week. Monitor progress and measure success

IV. Positive Culture and Environment

Area of Focus #1

Teacher Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Teacher absenteeism can have a significant impact on student performance, including lower academic achievement, learning loss, and negative behavioral outcomes. Studies suggest that when teachers are absent for 10 days, the decrease in student achievement is similar to the difference between having a new teacher and one with more experience. For the 2023–2024 school year, there were approximately 1150 teacher absences, with a 6.5 average per day. As such, this area of focus is a necessity.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

James S. Rickards will decrease the daily average teacher absent rate from 6.5 to 5 or less for this current school year, as recorded in the end-of-year absenteeism report.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

School Administration

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Reducing Burnout Alleviating teacher burnout can contribute to lowering teacher absenteeism. One of the highest predictors of teacher absenteeism is the percentage of students reading below grade level followed by the percentage of students eligible to receive free or reduced lunch.. Such

circumstances may contribute to teacher burnout. When absenteeism is related to teacher burn out consider: • Helping individual teachers identify short-term signposts of progress in meeting their own and the school's improvement goals. • Rotating teachers' classroom assignments so as to ensure that the same teachers do not always have, year after year, especially difficult students. • Personalize performance expectations. Increase Teacher Morale Increasing teacher morale is a substantial factor in increasing teacher attendance. There are several factors that contribute to high morale in a work environment. Teachers must feel that they are: • Treated fairly and equally. • Valued and appreciated for their work. • Recognized for their work. • Doing work that is important.

Rationale:
Many site administrators underestimate the power of the work environment. The perceived attitudes of employees toward their supervisors and their work environment substantially affect employee burnout and overall morale.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Monitor attendance Create a positive school culture Improve work morale Provide assistance programs

Person Monitoring:	**By When/Frequency:**
School Admin	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Regularly monitor attendance and absence patterns, and review excuses for absences. This can help identify teachers who might be at risk of poor attendance or becoming disengaged. Promote positive relationships between teachers and students, and encourage a sense of belonging and connectedness. This can help relieve stress and encourage attendance. Assist with grievances, student discipline, and feedback on work performance. Some schools are also trying a four-day work week to give teachers more free time. Consider offering personal counseling programs for teachers who have excessive absences.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

Dissemination protocol includes: availability on the school websitehttps://www.leonschools.net/rickards), hard copies in the front office, during monthly Community Meetings by request, SIP goals and progress shared at Title 1 parent engagement night, and evaluated at informal stakeholder meetings both during and after school hours throughout the school year.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

JSRHS uses a variety of means to support strong communications with stakeholders. A weekly message via listserv is shared with stakeholders to update them regarding vital information; the website has updated events and calendars; surveys are used regularly for stakeholder input; classroom newsletters, flyers, and group messages are ongoing; and parent engagement events are planned monthly.

Plans to Strengthen the Academic Program

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

Given student needs across grade levels, our staff will consistently implement differentiated

instruction by using supplemental units, technology, instructional materials, and professional development to increase proficiency on state assessments in 2025 by 5% in each area. Resource teachers in each content area will focus on modeling in the classroom, lesson planning, data reviews with teachers, school-wide communication of family engagement events, and small group instruction with students identified as being within an underperforming subgroup. Accountability measures are used to ensure students receive consistent learning opportunities.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

JSRHS's school improvement plan is developed in coordination and integration with the state F.T.E. guidelines, Leon County-supported materials, instructional guides, and assessments in alignment with benchmarks outlined in the BEST standards.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

School based counseling, mental health services, and other support and mentoring services helps all students enhance their academic development to achieve and exceed high academic standards while recognizing that growth in all three domains of academic, career, and social/emotional development is necessary for students to be successful now and later in life.

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

A team of Stakeholders will review academic, behavioral, and attendance data, both from EOY 2024 and ongoing progress monitoring. Stakeholders will determine areas of needed improvement for the current school year as well as trends that have developed over the past three to five years in specific grade levels, content areas, and underperforming subgroups. As the school improvement goals were established, the team determined that within the comprehensive needs assessment—how resources should be spent to best support the indicated areas of concern.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

Yes

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00