Okaloosa County School District

Richbourg School

2017-18 School Improvement Plan

Richbourg School

500 ALABAMA ST, Crestview, FL 32536

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Combination School PK-12	Yes	62%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	25%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Richbourg School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Wallace Selph](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

By providing a caring, student-centered environment, Lance C. Richboug School will offer educational programs that will enable all students to learn, participate, and maintain life skills that are appropriate to their individuality and uniqueness in their natural environment.

b. Provide the school's vision statement

Lance C. Richbourg faculty and staff, in cooperation with families and the community, will ensure that each student will have the opportunity to reach his or her best personal potential in life.

2. School Environment

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

Richbourg staff creates an environment that is accepting of diverse cultures and individual differences. The staff strives to learn more about the culture and values of each student, as well as their home and family life. The staff believes that this knowledge helps us better support the students in the classroom and to better understand their strengths and needs. This knowledge also helps the staff build relationships with the students and their families. Teachers review IEP's and students records. The students share family traditions and values with the class. The families are invited to fall and spring celebrations and field days. Learning about student differences and cultures is an ongoing process that is carried on from year to year.

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

Richbourg School is an environment where students feel safe and respected. School rules and behavior interventions promote a respectful and safe learning environment for all students. By creating an atmosphere where the students feel safe and respected, both physically and emotionally, the students are able to focus more on learning. Our staff also teachers students about developing positive peer relationships and promotes an environment of compassion and caring. Teachers plan relationship building activities and games that encourage positive interactions. The Richbourg staff nurtures positive relationships with each individual student. The students know that not only is their progress in the classroom important, but they are also cared about as an individual. Students are greeted by name each and every day. Positive behaviors are reinforced with encouraging words. Questions are asked so the staff knows what is happening in the student's lives outside of school and the changes in their physical and emotional behaviors.

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

Richbourg School has a school wide behavior system that focuses on safety, task engagement and consistent adult supervision. These are the pertinent criteria for maintaining the school's organized, positive learning environment throughout the school day. Richbourg operates on a pyramid intervention model to promote and maintain positive behavior interventions and control at all times.

Our principal represents Level 1 and is at the top of the pyramid. The CPI team represent level 2. Level 3 is composed of all faculty, including teachers, paraprofessionals, support staff and auxiliary staff. Every classroom has one or more walkie talkies for immediate communication involving any escalating behavioral situation anywhere in the school environment. Our school has specific "Codes" announcing colors over the radios for each possible behavior incident that might occur. Richbourg School follows the district rules on behavioral consequences which the principal enforces. Bi-weekly meetings are held by the faculty and staff to discuss concerns, debrief behavioral incidents and collaborate on effective strategies to implement for the future. Many students in our school have a BIP (Behavior Intervention Plan), integrated in their IEP's. The teaching staff also receives state/district updates and changes in behavioral guidelines from our staffing specialist during our faculty meetings. Positive teacher/adult modeling is vital in effectively promoting, creating and maintaining a productive, positive and successful learning environment for the students. Richbourg School focuses on positive behavior and rewards students for positive behavioral changes in every learning environment throughout the school.

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

All of our students at Richbourg School have a social-emotional goal in their IEP. We use a matrix score to determine the level of social-emotional need for each student. All teachers address these needs in the classroom/community, which occur on a daily on an individual and group basis. Some of our students do not have the necessary coping skills to act appropriately. Some students need to be taught basic skills so they are able to play/work with their peers. We monitor situations closely and guide students to ensure the students use appropriate behavior.

Teachers use various programs to teach social skills at school and the workplace. These programs enable our students to advocate for themselves and to become more independent in controlling their own behaviors.

3. Early Warning Systems

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

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

All students that attend Richbourg School have a significant cognitive disability. All students are on a Regular Diploma with Access Points graduation plan.
When a student is absent more than five, nine and fifteen days per semester, a letter is generated from the district website and sent home to the parents.
The FSAA was given for the first time in 2015-2016. The students were not scored by levels and we have no comparison data to use. The students were also given the FSAA in the 2016-2017 school year, but the test had changed, so there is no data for comparison from the previous year.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	2	3	4	3	3	2	5	2	1	1	3	8	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

Richbourg School is a center school for students with significant cognitive disabilities, ranging in age from 3 to 22 years. Many of the students have a combination of physical disabilities, chronic illnesses, behavioral needs and communication disorders, which impede instruction time, the ability to respond, and acquire skills. It is imperative that student engagement is high and differential instruction occurs for all students. Intensive individualized and/or small group instruction is required for all to students to make learning gains in academics and all domain areas. Other intervention strategies include the use of technology in every classroom, evidenced based curriculum, state and nationally endorsed curriculum, various instructional resources, assistive technology, and adaptive devices.

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

Parents will be included in the development and implementation of Richbourg's Title 1 Plan by attending SAC meeting, IEP conferences and responding to Title 1 surveys. Procedures for selecting members of SAC are by school wide requests for parents to serve on the SAC committee; parents, staff, students, and community members attend the SAC meetings and are voted on the SAC committee. Letters are sent home informing the parents of the SAC committee members. At the above mentioned meeting and on the parent survey, parents are given opportunities to make revisions and or suggestions regarding how funds will be used, as well as programs to offer more parental involvement. Parent input of changes to be made to the Title 1 plan and/or activities therein are documented in the SAC minutes and minutes sent to the Title 1 contact. For IEP conferences, parents are given the opportunity to meet with teachers before, during or after school to discuss

student achievement and student goals. This option reinforces the ability of staff to work effectively with parents to meet the needs of all of the students. The parents are offered times to meet with the teachers and principal between the hours of 7:30 a.m. and 3:00 p.m. five days per week. Richbourg sends home a monthly newsletter and calendar which includes all upcoming events and news.

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

The staff at Richbourg School is dedicated to building and sustaining partnerships with parents and community members. Our school, parents, and community stakeholders can increase their combined capacity to positively influence student outcomes. The principal and leadership team establish structured opportunities to engage stakeholders. Open dialogue is encouraged about challenges and solutions, common goals are developed, while maintaining a positive relationship will all involved. Activities that involve parent and community partnerships include: The School Advisory Council (SAC) and the leadership team help develop the SIP and Budget, as well as help to guide the school toward our vision. Parents and community members will be included in the development and implementation of Richbourg School's Title I Plan by attending monthly SAC meetings. Parents attend IEP conferences and respond to Title I surveys. Parents are given opportunities to make revisions and/or suggestions regarding how funds will be used, as well as programs to offer more parental involvement. Other opportunities that involve parents are: parent conferences, classroom volunteers, Open House, Orientation, HS Prom, Field Day, Fall Celebration and Spring Celebration. Community members are involved with the students during the School to Work program and Lowe's ECAS.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Rickmon, Nicole	Principal
Sammons, Keri	Teacher, ESE
Lusk, Karen	Teacher, ESE
Caton, Diane	Teacher, ESE
Rosero-Garces, Otto	Teacher, ESE

b. Duties

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

Principal: Provides a common vision for the use of data-based decision-making; ensures the school is following the school improvement plan and provides professional development.
Department Chairs: Participates in collection, interpretation and analysis of data; provides support for intervention infidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation; facilitates data-based decision making activities.
Professional Development Representative: Participates in collection, interpretation and analysis of data; provides support for intervention infidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation; facilitates data-based decision making

activities.

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 systematic patterns of student need with respect to language skills; assesses the need for appropriate Assistive and Augmentative Communication (AAC); provides training for staff and students

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

The Richbourg School leadership team is composed of the school principal, the staffing specialist, the department chairs, the professional development representative, and the speech and language therapist. The team focus will be to collaborate, problem solve, share effective practices, evaluate implementation, and make decisions regarding all domain areas. These domain areas include: curriculum and learning environment, independent learning environment, health/safety, communication, and social/emotional behavior. The team will also facilitate the process of building consensus, increasing infrastructure, and implementation decisions. The leadership team will participate in collection, interpretation and analysis of data; facilitate development of Behavior Intervention Plans (BIP); provide support for intervention infidelity and documentation; provide and arrange mentoring and coaching opportunities; provide curriculum/resources support; provide direction and training in technology and state initiatives; provides professional development and technical assistance for problem-solving activities and facilitate data-based decision making activities. Upon completion of each monthly meeting, the department chairs will meet in their respective learning community and guide their team in school initiatives. Each learning community will develop a team action plan by establishing common goals. The department chair will communicate information with the leadership team so all concerns can be discussed and needed resources considered for budget approval. The model of ongoing collaboration and continuous improvement will have a positive effect on student learning outcomes.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Nicole Rickmon	Principal
Donna Campbell	Education Support Employee
Angela Molyneux	Parent
Ralph Molyneux	Parent
Otto Rosero-Graces	Teacher
Sylvia Ward	Education Support Employee
Jessica Pronovost	Teacher
Cecilia Vandenbroeck	Parent
April White	Parent
Timothy White	Parent
Dawn Martin	Parent
Emilia Molina	Parent
Andres Molina	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Improvement Plan for 2015-2016 was reviewed and it was determined that the goals were being met, but the committee felt that they were goals that the students, as well as the school, needed to continue for the 2016-2017 school year.

b. Development of this school improvement plan

The Leadership Team met with the School Advisory Council (SAC) to help develop the SIP. The team provided data on Tier 3 academic and social/emotional areas that need to be addressed; clear expectations were set for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, refining, and Summarizing); and aligned processes and procedures.

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

The SAC will collaborate to create the SIP and Budget as well as helping guide the school toward our vision.

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

The school was not allocated any school improvement funds last year.

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

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Rickmon, Nicole	Principal
Sammons, Keri	Teacher, ESE
Lusk, Karen	Teacher, ESE
Caton, Diane	Teacher, ESE
Rosero-Garces, Otto	Teacher, ESE

b. Duties

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

Principal: Leads the school literacy team. Provides a common vision for the use of data-based decision-making, ensuring the effort to collect and analyze data for programmatic decisions. Set high standards for student proficiency. Contribute to and communicate to all stakeholders the school's consensus vision of ongoing literacy development. Lead the literacy team in developing measurable goals and action steps to improve literacy and learning in all content areas. Allocate adequate resources including materials, technology, time and staff to support the school's literacy action planning and action plan implementation.

Department Chairs: Contribute to and communicate the school's consensus vision of literacy development. Contribute to the school literacy team's review of student proficiency data. Contribute to the development of measurable goals and action steps to improve literacy achievement. Serve as mentors to other teachers to support implementation of literacy initiatives.

Professional Development Representative: Identify and provide resources to train teachers as leaders who can coach, model and provide information to peers about literacy-rich core instruction. Collect lesson and unit exemplars and make them available so teachers can use and adapt them. Establish teacher learning groups to analyze student data, engage in lesson study, and model and discuss literacy strategies. Have teachers present instructional strategies to colleagues in department or whole faculty meetings.

The LLT meets monthly to help monitor progress and problem solve when adequate progress is not being met.

Teachers provide instruction and supportive practice in the use of effective comprehension strategies throughout the school day. During classroom activities, teachers will increase the amount and quality of open, sustained discussion of reading content. Teachers will set and maintain high standards for text, conversation, questions and vocabulary. Teachers will insure that they increase students' motivation and engagement with reading. Teachers will use strategies to incorporate essential content knowledge so that all students master concepts. Teachers will encourage parents to read with their students on a daily basis and to facilitate the students reading to the parents. The teachers will take their students to the school library at least once a week to check out books to take home.

D. Public and Collaborative Teaching

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

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

Richbourg provides many opportunities for collaboration among staff, both teachers and assistants. We participate in book studies and various workshops that will benefit all of our students.

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

Ongoing presentations to partner new teachers with mentors and partner community businesses for placement of student for OJT. All first year teachers are assigned a mentor and the district offers support through the Beginning Educator's Assistance Program.

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

The mentor and mentee meet weekly in a professional learning community to discuss evidenced based strategies and effective instruction and behavior management techniques. The mentor and mentee are given release time to observe, provide feedback, coaching and planning. Teachers that are new to our school are paired with veteran teachers who have been through mentor training.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Richbourg School ensures its core instructional programs and materials are aligned to Florida's Standards by using a combination of standards-based curriculum, state and nationally endorsed curriculum, instructional resources, and school-wide classroom based technology resources, while allowing the teachers the flexibility to determine and select appropriate lessons, materials and technology for their students.
As a pre-kindergarten through post-school transition school, Richbourg uses a combination of core curriculum, ULS and Readtopia. Unique Learning Systems (ULS) and Readtopia spans all subjects in all grade levels. ULS presents monthly units throughout each year. ULS is theme-based and integrates the same theme throughout grade levels and academic areas. ULS and Readtopia also provide numerous recommendations for differentiated instruction and accommodations for a variety of physical and communication disabilities. This summer a team from Richbourg School attended the first regional center school institute hosted by the ACCESS project. Project ACCESS provides instructional resources, including suggestions for teachers, reference materials, curriculum content and scaffolding of objectives.
In addition to these, Richbourg teachers use selected (according to their students' needs) extracurricular resources that are also tied to state standards. These include a variety of online and hard copy class readers/magazines, selections from Florida adopted textbooks and paid subscriptions to online educational sites to be accessed from school and/or home.

b. Instructional Strategies

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

Richbourg School is a center school serving students with moderate to severe intellectual disabilities ranging in age from 3 to 22. Many of our students have difficulty attaining proficient and few reach advanced levels on the Florida Alternate Assessment. Our school uses a variety of formal and informal assessments, including but not limited to, Florida Alternate Assessment and Unique Learning Systems to differentiate evaluation and instructional needs based on the functioning level of each student. The faculty meets monthly to review data, develop, and/or modify instruction based on the

individual need of each student. Within each classroom, tired instruction is further developed with each student's specific IEP goals and objectives in mind.

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

Strategy: Extended School Year

Minutes added to school year: 3,600

We are a center school for students with disabilities ranging in age from 3 years to 22 years. Due to their level of functioning, behavioral and social needs, many of our students are in jeopardy of not being able to retain the skills they have learned during the school year. Therefore, extended school year enables the eligible students additional support throughout the summer. They will receive an individualized program to support their learning needs and enrichment activities through community based experiences.

Strategy Rationale

There are several key factors the IEP team considers when determining if a student needs Extended School Year services. These include the following:
1. Regression and recoupment - is the student likely to lose critical skills or fail to recover these skills within a reasonable time.
2. Progress towards IEP goals and objectives.
3. Emerging skills/breakthrough opportunities - will a lengthy summer break cause significant problems for a student who is learning key skills.
4. Classroom routines - will sticking to a classroom routine decrease the likelihood of the development of inappropriate students behaviors.
5. Nature and/or severity of the disability

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rickmon, Nicole, rickmonn@mail.okaloosa.k12.fl.us

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

Data is collected and analyzed through teacher created assessments, ULS assessment, Formative Assessments, Interim Assessments, and Summative Assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Richbourg School faculty supports and guides each student's transition from one classroom to another. The faculty meets at the end of each school year to review the information by the school's current teacher. A summary is completed that reflects each student's progress in three developmental

areas:
1. Affective cognitive domain - emotional/communication/social behavior.
2. Cognitive - academic performance
3. Age - appropriate peer placement
Based on the data and collaboration with past teachers, a placement is decided for each student for the upcoming school year. Parents are contacted and made aware of the new transition placement for the upcoming year. Incoming transitional students who transition during the regular school year from another school are placed in a new classroom at Richbourg School at an IEP interim staffing which is attended by the parents/guardians.

b. College and Career Readiness

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

Our students' academic and career needs are developed individually through collaborative efforts in the IEP team decisions. At age 14, our students begin participating in decision making for their future through self-determination goals in the IEPs. They also participate in our On-The-Job training program gaining skills and knowledge for post-secondary activities.

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

Students at Richbourg School are not receiving industry certifications. They are receiving career related credits through enrollment in career preparation and career experiences coursework.

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

Career preparation and career experience are the primary vocational courses offered to students at Richbourg School. A community-based instruction approach provides students a smoother transition into a productive work experience. These, however, are not exclusive. Career placement is also an option for individuals who would like to earn credit through work experience.

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

All students from the age of 16 or older have a measurable post-secondary goal to address education, independent living and employment skills based on their abilities.
Vocational Rehab is a resource that we use for the students.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Teachers will use instructional strategies (accessing the NCSC website) which actively engage students with a significant cognitive disability in the learning of academic content aligned to the Florida Standards Access Points.

Strategic Goals Detail

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

G1. Teachers will use instructional strategies (accessing the NCSC website) which actively engage students with a significant cognitive disability in the learning of academic content aligned to the Florida Standards Access Points. 1a

🔑 G093865

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- 1. All students are in the moderate to profound range of cognitive disabilities

Resources Available to Help Reduce or Eliminate the Barriers 2

- Unique Learning Systems (Preschool, Elementary, Intermediate, High School, Transition)

- iPads/Educational Applications

- LCE Curriculum

- Touch Math

- Moby Max

- Monthly Periodicals

- DT Trainer

- Assistive Technology (switches, Communication Devices)

- ABC Mouse

- EdHelper

Plan to Monitor Progress Toward G1. 8

Monitor lesson plans, walkthroughs, implementation of instruction and formal evaluations.

Person Responsible
Nicole Rickmon

Schedule
Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion
Checklists of completion My Learning Plan Lesson Plans Lesson Plan reflection of previous month Evaluation(s) Data Reports

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. Teachers will use instructional strategies (accessing the NCSC website) which actively engage students with a significant cognitive disability in the learning of academic content aligned to the Florida Standards Access Points. [1]

🔑 G093865

G1.B1 1. All students are in the moderate to profound range of cognitive disabilities [2]

🔑 B251948

G1.B1.S1 Navigating CPalms/Florida Standards Access Points and NCSC website. Training in CPalms, course codes, access points, NCSC resources, goal alignment, lesson and unit planning, differention and scaffolding of instruction. [4]

🔑 S265756

Strategy Rationale

Teachers will need training in the NCSC website so they can access content modules, tools, and resources during the instructional delivery that align to the Florida Standards Access Points in the areas of reading, writing and math.

Action Step 1 [5]

FSAA Assessment
ULS Assessment

Person Responsible

Nicole Rickmon

Schedule

Every 2 Months, from 9/4/2017 to 5/25/2018

Evidence of Completion

ULS Assessment - Pre/Post per semester; Florida Alternate Assessment - Annually

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

There will be an in-service training on 11/16/2017, 2/22/2018 - navigating CPalms/Florida Standards Access Points/NCSC website and ongoing training throughout the year during learning communities.

Person Responsible

Nicole Rickmon

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Workshop training documentation and evaluation of skills and lesson plans

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

Monitor lesson plans, walkthroughs, formal evaluations

Person Responsible

Nicole Rickmon

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Checklists of completion My Learning Plan Lesson Plans

G1.B1.S2 Diane Caton - ULS/DT Trainer Webinar 4

S265757

Strategy Rationale

Participants will learn about Unique Learning Systems (ULS) and DT Trainer. The participants will learn how to effective use the software programs to achieve academic success.

Action Step 1 5

There will be an in-service training to effective use ULS/DT Trainer software

Person Responsible

Diane Caton

Schedule

On 10/12/2017

Evidence of Completion

Workshop training documentation, evaluation of skills and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor lesson plans, walkthroughs, formal evaluations

Person Responsible

Nicole Rickmon

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Lesson Plans My Learning Plan Data Reports Evaluations

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Monitor lesson plans, walkthroughs, implementation of instruction, formal evaluations

Person Responsible

Nicole Rickmon

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Checklists of completion My Learning Plan Lesson Plans Lesson plan reflection from previous week Evaluations Data Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S2.A1 A352413	There will be an in-service training to effective use ULS/DT Trainer software	Caton, Diane	10/12/2017	Workshop training documentation, evaluation of skills and lesson plans	10/12/2017 one-time
G1.B1.S1.A1 A352412	FSAA Assessment ULS Assessment	Rickmon, Nicole	9/4/2017	ULS Assessment - Pre/Post per semester; Florida Alternate Assessment - Annually	5/25/2018 every-2-months
G1.B1.S1.MA1 M375562	There will be an in-service training on 11/16/2017, 2/22/2018 - navigating CPalms/Florida Standards...	Rickmon, Nicole	9/4/2017	Workshop training documentation and evaluation of skills and lesson plans	5/25/2018 weekly
G1.B1.S1.MA1 M375561	Monitor lesson plans, walkthroughs, formal evaluations	Rickmon, Nicole	9/4/2017	Checklists of completion My Learning Plan Lesson Plans	5/25/2018 monthly
G1.B1.S2.MA1 M375563	Monitor lesson plans, walkthroughs, implementation of instruction, formal evaluations	Rickmon, Nicole	9/4/2017	Checklists of completion My Learning Plan Lesson Plans Lesson plan reflection from previous week Evaluations Data Reports	5/25/2018 monthly
G1.B1.S2.MA1 M375564	Monitor lesson plans, walkthroughs, formal evaluations	Rickmon, Nicole	9/4/2017	Lesson Plans My Learning Plan Data Reports Evaluations	5/25/2018 monthly
G1.MA1 M375565	Monitor lesson plans, walkthroughs, implementation of instruction and formal evaluations.	Rickmon, Nicole	9/4/2017	Checklists of completion My Learning Plan Lesson Plans Lesson Plan reflection of previous month Evaluation(s) Data Reports	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. Teachers will use instructional strategies (accessing the NCSC website) which actively engage students with a significant cognitive disability in the learning of academic content aligned to the Florida Standards Access Points.

G1.B1 1. All students are in the moderate to profound range of cognitive disabilities

G1.B1.S2 Diane Caton - ULS/DT Trainer Webinar

PD Opportunity 1

There will be an in-service training to effective use ULS/DT Trainer software

Facilitator

Diane Caton

Participants

Richbourg Staff

Schedule

On 10/12/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	FSAA Assessment ULS Assessment	$0.00
2	G1.B1.S2.A1	There will be an in-service training to effective use ULS/DT Trainer software	$0.00
		Total:	$0.00