



Date Submitted:

Dates of Revisions: 9/27/2012 Final

School Name: Lance C. Richbourg School Performance Plan 2012 - 2013

<p>All school advisory agendas, minutes, membership, and guidelines of operations are housed at the school site as well as the district office. These reflect the process used in the preparation and evaluation of the school performance plan and the school's annual budget. SAC funds in the amount of \$, will primarily be used for : .</p> <p>The names represented below indicate approval of the SPP by SAC committee members.</p> <p>Principal Christy Corbin</p> <p>SAC Chair Diane Caton</p>	<p>Legend</p> <p>AICE: Advance International Certificate of Education AP: Advanced Placement AYP: Adequate Yearly Progress CCS: Common Core Standards DA: Differentiated Accountability DEA: Discovery Education Assessment ED: Economically Disadvantaged ELL: English Language Learners ESE: Exceptional Student Education FAIR: Florida Assessment for Instruction of Reading FCAT: Florida Comprehensive Assessment Test IB: International Baccalaureate IEP: Individualized Education Plan IPDP: Individualized Professional Development Plan NGSSS: Next Generation Sunshine State Standards</p>	<p>NCLB: No Child Left Behind PDSP: Professional Development Site Plan PERT: Postsecondary Education Readiness Test (ACT's 10th Grade Assessment Test) PLAN: Progress Monitoring Plan PMP: Progress Monitoring System PMS: Plan of Care PPP: Pupil Progression Plan RtI: Response to Intervention SAC: School Advisory Council SAI: Supplemental Academic Instruction SAT 10: Stanford Achievement Test SESAT: Stanford Early School Achievement Test SINI: Schools in Need of Improvement SPP/SIP: School Performance Plan; School Improvement Plan SWD: Students with Disabilities VE: Varying Exceptionalities</p>
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School Profile 2012- 2013

School Profile:

(Narrative)

Lance C. Richbourg School was established in August 2010 as a special day school for students with Intellectual Disabilities to include Moderate to Profound and Medically needy. Lance C. Richbourg School has approximately 60 students. The faculty and staff are comprised of 1 administrator, 7 classroom teachers, 1 P.E. teacher, 1 job coach, 14 paraprofessionals, 1 nurse, 1 health aide, 1 administrative assistant, and 1 maintenance worker. In 2011-2012 24 students participated in the reading portion of the Florida Alternate Assessment. 50% (12 students) made learning gains- an increase from 46% on the 2010-2011 Florida Alternate Assessment. 49% (4 students) of Economically Disadvantaged students scored proficient in reading and 56% (5n students) scored proficient in math on the Florida Alternate Assessment. Lance C. Richbourg has not been open long enough to show 3 years of data.

School Profile **2012- 2013**

School Vision: Maximize educational systems that empower students to successfully transition into a globally competitive society.

School Mission:

Perpetuate our commitment to educational excellence through:

- Rigorous and relevant curriculum
- Accountability
- Stakeholder relationships

Belief Statements:

- Every student regardless of ethnicity, gender, economic status or disability is expected to reach his or her academic potential.
- Students and staff are held to high, measurable standards of performance and conduct.
- Students are provided a positive and safe learning environment.
- Students' needs drive resource decisions.
- Education is the shared responsibility of the entire community of stakeholders.
- Curriculum and instruction are research-based.
- Differentiated instruction is based on analysis and application of student achievement data.
- Comprehensive professional development is imperative for quality instruction and improved student performance.
- Grades are an accurate reflection of a student's academic progress and skill application, as defined by the Next Generation Sunshine State Standards, Common Core Standards, and/or course content.
- Upon graduation, students will be college and/or career-ready.

School: Lance C. Richbourg	School Focus: Reading
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District Goal:	Students shall demonstrate reading proficiency at or above expected grade level.
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Highly Qualified Status Administrators: (Title I)	Christy Corbin	
Reading Instructors/Recruitment: (Secondary)	Teachers with reading certification/endorsement	Teachers working towards reading certification/endorsement.

Objective R-1	The percentage of all curriculum students who will be proficient in reading as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least %. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-2	The percentage of all curriculum students who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least %. (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)
Objective R-3	The percentage of students in the lowest 25% who will make learning gains in reading as defined by the State of Florida on the FCAT will be at least %. (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
68% of students will score proficient in reading on the 2013 Florida Alternate Assessment See attached graph	<p>ALL STUDENTS Instruction: A differentiated literacy program that includes teaching phonemic awareness, phonics, fluency, vocabulary and comprehension at each students INSTRUCTIONAL level will be implemented and will include the following components</p> <ul style="list-style-type: none"> - Small group, direct instruction - Guided Reading - Shared Reading - Read Aloud - Word Work (Phonemic Awareness, Phonics, Spelling, Vocabulary Building) <p>Participation in at least 90 minutes of uninterrupted time for Language Arts/Reading instruction daily.</p> <p>Participation in PCI Vocabulary sight word picture program to increase vocabulary.</p> <p>Participate in small group, direct instruction reading programs.</p>		<p>PDSP Focus: Common Core Standards Technology Switches, Intellikeys and Mimio High yield strategy systematic feedback on Managing Behavior</p> <p>Objective/other: All staff will increase knowledge and practice of systematic feedback strategies through participation in a book study in professional learning communities focused on application of feedback strategies in behavior management and instructional technology techniques where teachers will discuss application and create plans for implementation, and reflect upon their success of implementation.</p>	<p>Parents will be invited to participate in child/parent activities. Open house will be promoted through newsletters, email, and bulletin boards.</p> <p>Ongoing communication with parents are offered through classroom agenda books, periodic classroom newsletters, school website and a periodic school wide newsletter.</p> <p>Teachers will be encouraged to use email as a form of communication.</p> <p>A parent climate survey will be sent to all parents in April and data collected for the evaluation of school programs.</p> <p>There will be an active campaign to involve parents in our fall and spring open house.</p>

	<p>Participation in Meville to Weville reading program.</p> <p>Students will use technology resources to access books, vocabulary building tools and reading software, to include</p> <ul style="list-style-type: none"> - Interactive reading software for computer and interactive whiteboard. - DT Trainer software for computer - Power-Point presentations - Mimio presentations and interactive lessons <p>Reading, Writing and other language processes will be used as tools for learning subject matter in all content areas.</p> <p>Students will read at their instructional level.</p> <p>Literacy instruction will occur in all content areas.</p> <p>Teachers with the help and guidance of administration will take time to analyze data in order to identify instructional practices to meet the needs of students.</p> <p>Academic visual aids will be displayed as appropriate in all classrooms to allow access for visual learners.</p> <p>Behavior management will be implemented in all classrooms to ensure a productive learning environment for all students.</p> <p>Assessment:</p> <p>Beginning in August, classroom teachers will identify student needs, individualize instruction and monitor student gains using the following assessments:</p> <ul style="list-style-type: none"> - Florida Alternate Assessment - Brigance Inventory of Early Learning Development II - Brigance CIBS II - Brigance TSI - Informal and teacher developed assessments <p>Common core planning meetings will ensure continuity between similar levels.</p>		<p><i>Teachers may use release time to observe strategies implemented in other classrooms.</i></p> <p><i>Teachers will hold collegial conversations during meetings to discuss the effectiveness of literacy strategy implementation.</i></p> <p><i>Teachers will participate in book studies with peers to obtain strategies for continued implementation of differentiated literacy.</i></p> <p>All training on the above components will incorporate interdisciplinary teaching and differentiation of curriculum.</p> <p>Regularly scheduled meeting will discuss student performance and progress as well as share best practices.</p> <p>Teachers will participate in ongoing teacher training and inservice training.</p>	<p>Communication with parents through Individual Education Plan meetings scheduled annually or more often as needed.</p>
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- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

School: Lance C. Richbourg		School Focus: Math	
District Goal:	Students shall demonstrate math proficiency at or above expected grade level.		
Objective M-1	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least %. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)		
Objective M-2	The percentage of all curriculum students who will achieve FCAT adequate yearly progress in math as defined by the State of Florida on the FCAT will be at least %. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)		
Objective M-3	The percentage of students in the lowest 25% who will make learning gains in math as defined by the State of Florida on the FCAT will be at least %. (District Objective: <input type="checkbox"/> + 2 percentile points or <input type="checkbox"/> maintain 90-100%)		
Objective M-4 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Algebra I End-of-Course Exams will be at least %. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)		
Objective M-5 (Secondary only)	The percentage of all curriculum students who will be proficient in math as defined by the State of Florida on the Florida Geometry End-of-Course Exams will be at least %. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)		

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
53% of students will score proficient in math on the 2013 Florida Alternate Assessment See attached graph	<p>ALL STUDENTS An average of 60 minutes of mathematics instruction is scheduled daily.</p> <p>Students will participate in RBI Basic Picture math program.</p> <p>Students will participate in Steck-Vaughn Mastering Math program to acquire basic math skills.</p> <p>Students will acquire math skills through interactive math software on computers and interactive whiteboard. Students will participate in TouchMath lessons. Math instruction will include the use of manipulatives for modeling and practice and hands-on activities for problem solving.</p>		<p>PDSP Focus: Common Core Standards Technology Switches, Intellikeys and Mimio High yield strategy systematic feedback on Managing Behavior</p> <p>Objective/other: All staff will increase knowledge and practice of systematic feedback strategies through participation in a book study in professional learning communities focused on application of feedback strategies in behavior management and instructional technology techniques where teachers will discuss application and create plans for implementation, and reflect upon their success of implementation.</p>	<p>Parents will be invited to participate in child/parent activities. Open house will be promoted through newsletters, email, and bulletin boards.</p> <p>Ongoing communication with parents are offered through classroom agenda books, periodic classroom newsletters, school website and a periodic school wide newsletter.</p> <p>Teachers will be encouraged to use email as a form of communication.</p> <p>A parent climate survey will be sent to all parents in April and data collected for the evaluation of school programs.</p> <p>There will be an active campaign to involve parents in our fall and spring open house.</p>

- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

	<p>Students will acquire math skills through interactive math software on computers and interactive whiteboard.</p> <p>Students will participate in TouchMath lessons.</p> <p>Math instruction will include the use of manipulatives for modeling, practice and hands-on activities for problem solving.</p> <p>Teachers will assess and instruct students in the natural progression of mathematical learning: concrete to representation to abstract.</p> <p>Teachers with the help and guidance of administration will take time to analyze data in order to identify instructional practices to meet the needs of students.</p> <p>Mathematics will be integrated into all subject areas.</p> <p><u>Assessment</u></p> <p>Beginning in August, classroom teachers will identify student needs, individualize instruction and monitor student gains using the following assessments:</p> <ul style="list-style-type: none"> - Florida Alternate Assessment - Brigance Inventory of Early Learning Development II - Brigance CIBS II - Brigance TSI - Informal and teacher developed assessments <p>Common core planning meetings will ensure continuity between similar levels.</p>		<p><i>Teachers may use release time to observe strategies implemented in other classrooms.</i></p> <p><i>Teachers will hold collegial conversations during meetings to discuss the effectiveness of literacy strategy implementation.</i></p> <p><i>Teachers will participate in book studies with peers to obtain strategies for continued implementation of differentiated literacy.</i></p> <p>All training on the above components will incorporate interdisciplinary teaching and differentiation of curriculum.</p> <p>Regularly scheduled meeting will discuss student performance and progress as well as share best practices.</p> <p>Teachers will participate in ongoing teacher training and inservice training.</p>	<p>Communication with parents through Individual Education Plan meetings scheduled annually or more often as needed.</p>
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School: Lance C. Richbourg School Focus: Writing

District Goal: Students shall demonstrate writing proficiency at or above expected grade level.

Objective The percentage of grade students scoring 4.0 and above on FCAT Writing will be at least %. (District Objective: +2 percentile points or maintain 90-100%)

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
<p>39% of students will score proficient on the 2013 Florida Alternate Assessment</p> <p>See attached graph</p>	<p>ALL STUDENTS Teachers will implement the writing process daily in all grade levels.</p> <p>Students will use computer writing programs, adapted writing instruments, assistive technology devices, and modeling.</p> <p>Students will engage in cross-curriculum writing through journals and student-authored books.</p> <p>Students will participate in writing lessons from Meville to Weville reading curriculum.</p> <p>Students will participate in multisensory, hands-on writing activities according to physical and cognitive ability.</p> <p>Teachers will utilize various genres of literature as a springboard for writing.</p>		<p>PDSP Focus: Common Core Standards Technology Switches, Intellikeys and Mimio High yield strategy systematic feedback on Managing Behavior</p> <p>Objective/other: All staff will increase knowledge and practice of systematic feedback strategies through participation in a book study in professional learning communities focused on application of feedback strategies in behavior management and instructional technology techniques where teachers will discuss application and create plans for implementation, and reflect upon their success of implementation.</p>	<p>Parents will be invited to participate in child/parent activities. Open house will be promoted through newsletters, email, and bulletin boards.</p> <p>Ongoing communication with parents are offered through classroom agenda books, periodic classroom newsletters, school website and a periodic school wide newsletter.</p> <p>Teachers will be encouraged to use email as a form of communication.</p> <p>A parent climate survey will be sent to all parents in April and data collected for the evaluation of school programs.</p> <p>There will be an active campaign to involve parents in our fall and spring open house.</p>

- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

	<p>Students will use technology resources to access books, vocabulary building tools and writing software, to include</p> <ul style="list-style-type: none"> - Interactive writing software for computer and interactive whiteboard. - Mimio presentations and interactive lessons <p>Academic visual aids will be displayed as appropriate in all classrooms to allow access for visual learners.</p> <p>Behavior management will be implemented in all classrooms to ensure a productive learning environment for all students.</p> <p>Assessment:</p> <p>Beginning in August, classroom teachers will identify student needs, individualize instruction and monitor student gains using the following assessments:</p> <ul style="list-style-type: none"> - Florida Alternate Assessment - Brigance Inventory of Early Learning Development II - Brigance CIBS II - Brigance TSI - Informal and teacher developed assessments <p>Common core planning meetings will ensure continuity between similar levels.</p>		<p><i>Teachers may use release time to observe strategies implemented in other classrooms.</i></p> <p><i>Teachers will hold collegial conversations during meetings to discuss the effectiveness of literacy strategy implementation.</i></p> <p><i>Teachers will participate in book studies with peers to obtain strategies for continued implementation of differentiated literacy.</i></p> <p>All training on the above components will incorporate interdisciplinary teaching and differentiation of curriculum.</p> <p>Regularly scheduled meeting will discuss student performance and progress as well as share best practices.</p> <p>Teachers will participate in ongoing teacher training and inservice training.</p>	<p>Communication with parents through Individual Education Plan meetings scheduled annually or more often as needed.</p>
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School: Lance C. Richbourg		School Focus: Science	
District Goal:	Students shall demonstrate science proficiency at or above expected grade level.		
Objective S-1 (Grades 5, 8)	The percentage of grade students who will be proficient in science as defined by the State of Florida on the Florida Comprehensive Assessment Test will be at least %. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)		
Objective S-2 (High school only)	The percentage of all curriculum students who will be proficient in science as defined by the State of Florida on the Florida Biology End-of-Course Exams will be at least %. (District Objective: <input type="checkbox"/> +2 percentile points or <input type="checkbox"/> maintain 90-100%)		

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/Innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
<p>35% of students assessed will score proficient on the Florida Alternative Assessment.</p> <p>See attached graph</p>	<p>Students will be involved in multi-complexity instruction and assessment.</p> <p>Students will write in Science to include notes and responses.</p> <p>Students will use of hands-on science activities.</p> <p>Teachers will implement science-based field trips for extended learning opportunities.</p> <p>Teachers will relate real-world situations through staged science scenarios.</p> <p>Students will use technology resources to access books, vocabulary building tools, writing software and science software to include</p> <ul style="list-style-type: none"> - Interactive writing software for computer and interactive whiteboard. - Mimio presentations and interactive lessons <p>Academic visual aids will be displayed as appropriate in all classrooms to allow access for visual learners.</p>		<p>PDSP Focus: Common Core Standards Technology Switches , Intellikeys and Mimio High yield strategy systematic feedback on Managing Behavior</p> <p>Objective/other: All staff will increase knowledge and practice of systematic feedback strategies through participation in a book study in professional learning communities focused on application of feedback strategies in behavior management and instructional technology techniques where teachers will discuss application and create plans for implementation, and reflect upon their success of implementation.</p>	<p>Parents will be invited to participate in child/parent activities. Open house will be promoted through newsletters, email, and bulletin boards.</p> <p>Ongoing communication with parents are offered through classroom agenda books, periodic classroom newsletters, school website and a periodic school wide newsletter.</p> <p>Teachers will be encouraged to use email as a form of communication.</p> <p>A parent climate survey will be sent to all parents in April and data collected for the evaluation of school programs.</p> <p>There will be an active campaign to involve parents in our fall and spring open house.</p>

- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

	<p>Behavior management will be implemented in all classrooms to ensure a productive learning environment for all students.</p> <p>Assessment:</p> <p>Beginning in August, classroom teachers will identify student needs, individualize instruction and monitor student gains using the following assessments:</p> <ul style="list-style-type: none"> - Florida Alternate Assessment - Brigance Inventory of Early Learning Development II - Brigance CIBS II - Brigance TSI - Informal and teacher developed assessments <p>Common core planning meetings will ensure continuity between similar levels.</p>		<p><i>Teachers may use release time to observe strategies implemented in other classrooms.</i></p> <p><i>Teachers will hold collegial conversations during meetings to discuss the effectiveness of literacy strategy implementation.</i></p> <p><i>Teachers will participate in book studies with peers to obtain strategies for continued implementation of differentiated literacy.</i></p> <p>All training on the above components will incorporate interdisciplinary teaching and differentiation of curriculum.</p> <p>Regularly scheduled meeting will discuss student performance and progress as well as share best practices.</p> <p>Teachers will participate in ongoing teacher training and inservice training.</p>	<p>Communication with parents through Individual Education Plan meetings scheduled annually or more often as needed.</p>
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School:	School Focus: College Readiness/Academic Acceleration
School Objective:	

Target Group(s) Supporting Data (summary) – Provide 3 year historical data chart	Strategies/innovative methods & extended learning opportunities <small>Include technology and assessment</small>	Budget	Professional Development <small>(Identify measurable teacher outcome)</small>	Communication with Parents & Customer Relations <small>(Community/Parent awareness)</small>
			PDSP Focus: Objective/other:	

- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

Title I Schools

School: Richbourg

Instruction by highly qualified teachers	Strategies to attract highly qualified teachers	Plans for assisting preschool children in the transition from early childhood programs to local elementary programs (preschool transition strategies)

- The process for administering formative and summative assessments (screening, diagnostic, & progress monitoring) is identified in the Okaloosa County Pupil Progression Plan.

SUPPLEMENTAL PAGE 2012- 2013

Accreditation Standards

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|----------------------------------|
| 1. Vision and Purpose |
| 2. Governance and Leadership |
| 3. Teaching and Learning |
| 4. Documenting and Using Results |
| 5. Resources and Support Systems |
| 6. Stakeholder Communication and |

GOAL 1: OCSD will develop innovative and relevant curricula which engage students and are tailored to their individual needs and aspirations.

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GOAL 2: OCSD will ensure the achievement of high academic standards by all students as measured by national, state and local standards.

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GOAL 3: OCSD will ensure conditions are in place which optimize learning for all students.

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GOAL 4: OCSD will actively pursue family and community members to become our partners in the improvement of student performance and the process of school improvement.

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