

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Ridgewood High School	District Name: Pasco
Principal: Andrew Frelick	Superintendent: Heather Fiorentino
SAC Chair: Vanessa Moon	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrat or	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Andrew Frelick	<p>M.A. Education Leadership M.A. French Literature B.A. with Honors in French Certification in School Principal, French and Spanish</p>	3 years	22 years	<p>WCHS-School Grade 2007-08 –C AYP-74% Reading 43% of students reading at or above grade level. 52% of students making a year’s worth of progress in reading. 49% of struggling students making a year’s worth of progress in reading. Math 69% of students at or above grade level in Math. 76% of students making a year’s worth of progress in math. 71% of struggling students making a year’s worth of progress in math. Writing 78% of students are meeting state standards in writing. Science 34% of students at or above grade level in Science. WCHS-School Grade 2008-09 –D AYP-72% Reading 40% of students reading at or above grade level. 44% of students making a year’s worth of progress in reading. 43% of struggling students making a year’s worth of progress in reading. Math 73% of students reading at or above grade level. 69% of students making a year’s worth of progress in math. 50% of struggling students making a year’s worth of progress in math. Writing 82% of students are meeting state standards in writing. Science 34% of students at or above grade level in Science. RHS-School Grade 2009-10 –C AYP-64% Reading 43% of students reading at or above grade level. 50% of students making a year’s worth of progress in reading. 41% of struggling students making a year’s worth of progress in reading. Math 72% of students reading at or above grade level. 70% of students making a year’s worth of progress in math. 55% of struggling students making a year’s worth of progress in math. Writing</p>
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					<p>80% of students are meeting state standards in writing. Science 34% of students at or above grade level in Science. RHS-School Grade 2010-11 –B AYP-85% Reading 43% of students reading at or above grade level. 48% of students making a year’s worth of progress in reading. 41% of struggling students making a year’s worth of progress in reading. Math 80% of students reading at or above grade level. 79% of students making a year’s worth of progress in math. 58% of struggling students making a year’s worth of progress in math. Writing 74% of students are meeting state standards in writing. Science 35% of students at or above grade level in Science. RHS-School Grade 2011-12-Pending Reading 39% of grade ten students reading at or above grade level and 39% of grade nine students. 61% of our lowest quartile made a learning gain in reading. Math 45% of students were proficient on the Algebra EOC. 65% of our lowest quartile made a learning gain in math. Writing 24% of students are meeting state standards in writing (4 or above). Science 26% of students at or above score a level 3 or above on the Biology EOC.</p>
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Assistant Principal	Alicia Leary	<p>M. A. Education Leadership</p> <p>M.B.A. Business Administration</p> <p>B.A. History Certification Social Science 6-12, Education Leadership</p>	2 years	3 years	<p>RHS-School Grade 2009-10 -C</p> <p>AYP-64%</p> <p>Reading</p> <p>43% of students reading at or above grade level.</p> <p>50% of students making a year's worth of progress in reading.</p> <p>41% of struggling students making a year's worth of progress in reading.</p> <p>Math</p> <p>72% of students reading at or above grade level.</p> <p>70% of students making a year's worth of progress in math.</p> <p>55% of struggling students making a year's worth of progress in math.</p> <p>Writing</p> <p>80% of students are meeting state standards in writing.</p> <p>Science</p> <p>34% of students at or above grade level in Science.</p> <p>RHS-School Grade 2010-11 -B</p> <p>AYP-85%</p> <p>Reading</p> <p>43% of students reading at or above grade level.</p> <p>48% of students making a year's worth of progress in reading.</p> <p>41% of struggling students making a year's worth of progress in reading.</p> <p>Math</p> <p>80% of students reading at or above grade level.</p> <p>79% of students making a year's worth of progress in math.</p> <p>58% of struggling students making a year's worth of progress in math.</p> <p>Writing</p> <p>74% of students are meeting state standards in writing.</p> <p>Science</p> <p>35% of students at or above grade level in Science.</p> <p><u>RHS-School Grade 2011-12-Pending</u></p> <hr/> <p>Reading</p> <p>39% of grade ten students reading at or above grade level and 39% of grade nine students.</p> <p>61% of our lowest quartile made a learning gain in reading.</p> <p>Math</p> <p>45% of students were proficient on the Algebra EOC.</p> <p>65% of our lowest quartile made a learning gain in math.</p> <p>Writing</p> <p>24% of students are meeting state standards in writing (4 or above).</p> <p>Science</p> <p>26% of students at or above score a level 3 or above on the Biology</p>
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					EOC.
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Assistant Principal	Heather Jones	M. A. Education Leadership B.A. Specific Learning Disabilities	2 years	8 years	<p>RHS-School Grade 2009-2010- C AYP-64% Reading 43% of students reading at or above grade level. 50% of students making a year's worth of progress in reading. 41% of struggling students making a year's worth of progress in reading. Math 72% of students reading at or above grade level. 70% of students making a year's worth of progress in math. 55% of struggling students making a year's worth of progress in math. Writing 80% of students are meeting state standards in writing. Science 34% of students at or above grade level in Science. RHS-School Grade 2010-11 -B AYP-85% Reading 43% of students reading at or above grade level. 48% of students making a year's worth of progress in reading. 41% of struggling students making a year's worth of progress in reading. Math 80% of students reading at or above grade level. 79% of students making a year's worth of progress in math. 58% of struggling students making a year's worth of progress in math. Writing 74% of students are meeting state standards in writing. Science 35% of students at or above grade level in Science. RHS-School Grade 2011-12-Pending Reading 39% of grade ten students reading at or above grade level and 39% of grade nine students. 61% of our lowest quartile made a learning gain in reading. Math 45% of students were proficient on the Algebra EOC. 65% of our lowest quartile made a learning gain in math. Writing 24% of students are meeting state standards in writing (4 or above). Science 26% of students at or above score a level 3 or above on the Biology EOC.</p>
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Assistant Principal	Randy Burger	M.Ed Secondary Educational Administration M.Ed Special Education B.A. Sociology	0 years	6 years	<p>WHS-School Grade 2007-08 –Not assigned in PA AYP-100% 70% of students reading at or above grade level. 57% of students at or above grade level in Math. 82% of students are meeting state standards in writing.</p> <p>WHS-School Grade 2008-09 – AYP-Warning Status 68% of students reading at or above grade level. 60% of students making a year’s worth of progress in math. 87% of students are meeting state standards in writing. 38% of students at or above grade level in Science.</p> <p>WHS-School Grade 2009-10 – AYP-Warning Status 68% of students reading at or above grade level. 51% of struggling students making a year’s worth of progress in math. 84% of students are meeting state standards in writing. 45% of students at or above grade level in Science.</p> <p>WHS-School Grade 2010-11 – AYP-100% 69% of students reading at or above grade level. 58% of students math at or above grade level 89% of students are meeting state standards in writing. 46% of students at or above grade level in Science.</p> <p>WHS-School Grade 2011-12 AYP-Warning Status 76% of students reading at or above grade level. 65% of students math at or above grade level 92% of students are meeting state standards in writing. 51% of students at or above grade level in Science.</p>

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Vanessa Moon	B.S Mathematics 7-12	9	3	2009-10 Math 72% of students reading at or above grade level. 70% of students making a year's worth of progress in math. 55% of struggling students making a year's worth of progress in math. 2010-11 Math 80% of students reading at or above grade level. 79% of students making a year's worth of progress in math. 58% of struggling students making a year's worth of progress in math. 2011-12 Math 42% of students reading at or above grade level. 52% of Algebra students made a learning gain. 65% of the lowest quartile making a year's worth of progress in Algebra EOC.

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Reading	Kat Foley	B.A. History Reading K-12, Social Science 6-12, PE K-12	3	6	<p>2009-10 Reading 43% of students reading at or above grade level. 50% of students making a year's worth of progress in reading. 41% of struggling students making a year's worth of progress in reading.</p> <p>2010-11 Reading 43% of students reading at or above grade level. 48% of students making a year's worth of progress in reading. 41% of struggling students making a year's worth of progress in reading.</p> <p>Writing 74%</p> <p>2011-12 Reading 42% of students reading at or above grade level. 62% of students made a learning gain in reading. 61% of the lowest quartile made a year's worth of progress in reading.</p> <p>Writing 24% of students are meeting state standards in writing (4 or above).</p>
Science	TBA				

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

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Description of Strategy	Person Responsible	Projected Completion Date
1. Recruited Applicants are screened for Highly Qualified statue	HR Department, Andy Frelick	On-going
2. Retained teachers are provided on going professional development and are offered leadership positions	Andy Frelick	On-going
3. Recognize teachers whose students perform well in proficiency as well as learning gains.	Administrators	On-going
4.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

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Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
75	7 %(5)	19%(14)	51%(38)	27%(20)	33%(25)	TBD	9%(7)	4%(3)	13%(10)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Joe Raiti	Antonia Harvey	Exemplary Teacher	New teacher induction program
Tom Schrider	Indiana Dave	Exemplary Teacher	Supervised Internship
Casey Haynes	Gina Hlista	Exemplary Teachers	New Teacher Induction Program
Stacey Hannigan	Kathy Callan	Exemplary Teacher	New Teacher Induction Program
Kim Bondi	Jennifer Dusek	Exemplary Teacher	New Teacher Induction Program
Sharlene Byrd	Diana LoConti	Exemplary Teacher	New Teacher Induction Program
Linda Clukey-Chenard	Charitee Kuczynski	Exemplary Teacher	

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Kim Theurer	Peter Hibbs	Exemplary Teacher	
Mary Anders	John Viscardo	Exemplary Teacher	

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Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A In an effort to provide a comprehensive framework of services to better meet the needs of economically disadvantaged students and to give all students a greater chance for academic success. Ridgewood High School coordinates the use of federal, state, and local funds and integrates several programs in compliance with state and NCLB requirements. Title I funds assist with classroom resources, professional development, tutoring, incentives and transportation.
Title I, Part C- Migrant
Title I, Part D Ridgewood High School has three Student Support Assistant Personnel (SSAP) teachers (funded through Title I, Part D) who provide support to at-risk students.
Title II Ridgewood High School takes advantage of professional development offered through the district and funded through Title II.
Title III The district provides an instructional assistant and ESOL Resource Teacher to support the school's work with ELL students.
Title X- Homeless
Supplemental Academic Instruction (SAI) Ridgewood High School uses Title I and SAI funds to provide after-school programs to support student achievement.
Violence Prevention Programs
Nutrition Programs Ridgewood High School due to the number of free and reduced students and its Title I status provides a free breakfast program for all students. The program provides economically disadvantaged students with nutritional needs.
Housing Programs
Head Start

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Adult Education
Adult Education programs are offered Mondays and Wednesdays. This will allow students to get back on track by making up credits and to increase their current grade point average. In additions, a credit recovery program will be offered throughout the day.
Career and Technical Education
We currently have a Health and Biomedical Academy, which offers industry certifications, we also offer industry certification in our business classes with Adobe Certification, and we are in the planning stages of implementing an Applied Robotics Academy. We also offer CTE programs at our Technical Center.
Job Training
We offer on the job training through two OJT programs (JPTS and DCT).
Other

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<i>Multi-Tiered System of Supports (MTSS)</i>
School-Based MTSS Team
Identify the school-based MTSS leadership team. Andrew Frelick, Principal; Randy Burger, Assistant Principal; Alicia Leary, Assistant Principal, Heather Jones, Assistant Principal, TBA, Science Coach; Vanessa Moon, Mathematics Coach; Kat Foley, Literacy Coach; Katherine Adair, SSAP Teacher; Tom Moschner, Teacher; Angela Smith, Teacher; Christina Wellington, Guidance Counselor; Jeanette Edwards, School Psychologist; JD Baker, Teacher; Amy Morin, Teacher; TBA, MTSS Coach; Tammy Rabon, SAC Liaison
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The School Based Leadership Team is the MTSS Team. The team meets at least every other week and it functions as an umbrella team or the main leadership team of the school The purpose of the MTSS team in our school is to provide high quality instruction/intervention matched to student needs by using data over time to make important education decisions to guide instruction. The MTSS team functions to address the progress of ALL students as well as systemic issues. The team uses a problem-solving framework to eliminate and/or reduce identified barriers and all decisions are made with data. The Problem Solving Team will meet twice a month to: <ul style="list-style-type: none">• Develop and monitor a multi-tiered level of service delivery model matched to the needs of our students (Core/Tier 1, Tier 2, and Tier 3)• Determine scheduling needs, curriculum and intervention resources• Review/interpret student data (Academic and Behavior)• Organize and support systematic data collection• Identify and implement strategies to strengthen the Tier 1 (core curriculum) instruction:• Plan, implement, and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3• Monitor interventions and data assessment in Tier II and Tier III• Coordinate/collaborate with other working committees such as the Literacy Leadership Team; MTSS for Behavior Team, PLCs and Student Success Team• Assist in the implementation and monitoring of the Differentiated Accountability Model• Identify professional development needs and resources

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS problem-solving process is used in developing and implementing the SIP? The School Based Leadership Team is the MTSS Team. The team meets at least every other week and it functions as an umbrella team or the main leadership team of the school

The purpose of the MTSS team in our school is to provide high quality instruction/intervention matched to student needs by using data over time to make important education decisions to guide instruction. The MTSS team functions to address the progress of ALL students as well as systemic issues. The team uses a problem-solving framework to eliminate/reduce identified barriers and all decisions are made with data. The Problem Solving Team will meet twice a month to:

- Develop and monitor a multi-tiered level of service delivery model matched to the needs of our students (Core/Tier 1, Tier 2, and Tier 3)
- Determine scheduling needs, curriculum and intervention resources
- Review/interpret student data (Academic and Behavior)
- Organize and support systematic data collection
- Identify and implement strategies to strengthen the Tier 1(core curriculum) instruction
- Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3
- Monitor interventions and data assessment in Tier II and Tier III
- Coordinate/collaborate with other working committees such as the Literacy Leadership Team; MTSS for Behavior Team, PLCs and Student Success Team
- Assist in the implementation and monitoring of the Differentiated Accountability Model
- Identify professional development needs and resources

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior

- Conducts needs assessment to understand the current reality in our school and continually seek effective strategies for reducing the discrepancies between the conditions described in the mission statement and their current reality
- Promote sustainability of school improvement efforts; increase capacity for data analysis and problem solving
- Develop systems to provide more time and support for students experiencing initial difficulty in achieving desired outcomes
- Work with teachers to help them understand how to effectively use data to enhance their effectiveness in helping all students achieve learning outcomes
- Continue to provide technical assistance, coaching, and professional development on implementation of MTSS
- Align systems to increase efficiency and effectiveness of plan
- Promote consensus, infrastructure and implementation related to school-wide priorities

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Describe the plan to train staff on MTSS.

Year 4: School Based Leadership Team will continue to receive staff development and coaching by the district. Goals and expectations of Year 4 include:

1. School-Based Leadership Teams
 - a. Gradual Release of responsibility: Additional facilitators (at least one school-based person can facilitate department level meetings)
 - b. Expanded/Continued Facilitator trainings
 - c. Continue school-based leadership team meetings (at least monthly)
 - d. Meet with targeted grade levels regularly
 - e. Administration shows support for the team, and begins to facilitate monthly school-based leadership team meetings
 - f. Add SBLT members to promote representation (9-12, Intervention teachers, etc.)
 - g. Support for new SBLT members
 - h. Update team roles as needed (e.g., notetaker, facilitator, time keeper)
 - i. Updated/Revisit team norms as needed
 - j. Having a focus and a goal for your MTSS leadership meetings (having a guided plan for sequence of meetings, agendas, action plans to develop meeting agendas)
 - k. Develop PLCs using grade level teams, departments, and/or instructional teams
2. Consensus/Compelling Why's Are Established
 - a. Continue presentations to communicate Tier I data (Academic and Behavior). One meeting/presentation of each. Expand to new grade levels if applicable
 - b. Opportunities to communicate data vertically at least once a year
 - c. Administrator provides updated rationale to the staff in small and/or large group
 - i. Make connections with existing systems and initiatives, including school improvement efforts
3. MTSS Knowledge and Using Problem-Solving used as a way of work
 - a. SBLT Fluency with big ideas of MTSS (Four Steps of problem-solving, Definition of MTSS, Every ed initiative, all students can learn...)
 - b. Year 2 Problem-Solving Modules for whole staff (can occur during TBITS, after school, once a morning). Integrate current PD content with problem-solving
 - c. Facilitators will begin to lead grade level teams/instructional teams through problem-solving steps
 - d. Time is designated for team(s) to discuss Tier I Issues for at least two grade levels and 1 area
 - e. Problem-Solving Occurs at a Tier I Level at least once at each assessment period (FAIR, Unit Assessments, Other Common Assessments)
 - i. Problem-ID
 - ii. Problem Analysis
 - iii. Instructional/Intervention Development
 - iv. Progress Monitoring and MTSS
 - f. Strategic Planning is utilized for some meetings
4. Infrastructure
 - a. Continue to develop resource maps across multiple tiers for more than one academic/content/behavior areas
 - i. Identification of common assessments and schedule of administration
 - ii. Instruction

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| iii. | Problem-Solving |
| iv. | Meeting Structures |
| b. | Develop an implementation plan (SIP, etc.) that addresses multiple areas of infrastructure need are addressed based upon resource map and P-SAPSI information |
| c. | Delivering High Quality Instruction: Reference P-SAPSI |
| d. | Using Data Overtime: Common Assessments are identified (reference P-SAPSI) |
| 5. | Trainings |
| a. | Trainings are attended by SBLT/PST for the duration of allotted time |
| b. | SBLT/PST actively participate in trainings |
| c. | Team complete skill assessments/practice during training |
| d. | Team completes homework |
| e. | Trainings are attended by school-based administrator |
| f. | Complete all evaluation tools |
| i. | With behavior there is functional use of Benchmarks of Quality to guide implementation |

Describe the plan to support MTSS

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Andrew Frelick, Heather Jones, Alicia Leary, Randy Burger, Kathleen Foley, Greg Sytch, Linda Ramsey Wood, Vanessa Moon, Jan Stein, Lillian Pardo, Kim Bondi, Sharlene Byrd, Claudia Bender, Casey Haynes

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

School based Literacy Team meets weekly to discuss walk through data, plan professional development, and process toward school wide goals. The literacy team also shares any and all updates with the entire staff on a monthly bases and works with the school leadership team weekly.

What will be the major initiatives of the LLT this year?

Gradual Release of Responsibility Model

Professional Learning Communities will start incorporating CCSS across all content areas with special emphasis literacy, rigor and text complexity

Lesson Study

Content Area literacy strategies are implemented into monthly professional development activities. Each year, more of our teachers are attending local and state workshops where they are acquiring NG CAR-PD strategies.

Writing to learn via interactive notebook

Fast Forward and Read 180 when applicable with the decision tree

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

All teachers were provided with staff development on the implementation of integrating literacy and text complexity strategies into all curriculum areas and incorporating Common Core State Standards. Walk through data, formative and common assessment data will be used to determine progress toward goal in each PLC.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Ridgewood Allied Health Academy (Funded through the SUCCEED Grant), and the 9th Grade Academy, are academies that are currently in place at Ridgewood. These communities involve groups of teachers that collaborate to coordinate the curriculum, discuss student achievement, and provide a comprehensive education plan for their students. An AVID (Advancement Via Individual Determination) program is also being implemented to meet the needs for high Achievement level 2 and low-level 3s on FCAT Reading and Math/Algebra, to better prepare those students for post secondary options. The College Readiness English IV course and the Math for College Readiness were developed to improve student readiness for postsecondary work by providing math, reading and writing applications that establish relevance to students' futures. Also, our career academies offer courses that apply academics to career-specific content that will be relevant to students' futures. Schools provide academic and career planning that engages students in developing a personally meaningful course of study so they can achieve goals they have set for themselves.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Guidance Counselors and our Career Specialist meet individually with students to assess their post-secondary plans and align course selections to meet those needs. A variety of post-secondary planning tools such as: ePep on FACTS.org, CHOICES, PLAN, PSAT, and PERT are promoted and offered regularly. Results of these tools are reviewed with students during their individual meetings.

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Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

Community College representative visits the school monthly.

Community college catalogs and schedules are available to students.

Career Specialist meets with potential graduates 15 minutes a day to provide information on scholarships, dual enrollment, AP, etc.

Vocational Rehabilitation performs a work evaluation on some identified students and assist students with post secondary transition.

PERT is offered once a year at school for convenience.

SAT/ACT testing is held at the school once a month and guidance counselors facilitate the registration process as well as the fee waivers for low income students.

PLAN/PSAT are administered to all students interested once a year.

All informative materials are kept at the school all year.

Special Education ESE transition parent/teacher conferences and CCTE programs along with OJT opportunities are made available to ESE students.

AVID (Advancement Via Individual Determination.)

9th Grade students were encouraged to take AP Human Geography to lay the groundwork for future AP coursework.

STEM academies are at different levels: The Health STEM program is up an running and the Applied Robotics Academy is in the planning phase for the 2013-14 school year.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	Students lack experience with complex text.	All teachers will utilize complex text in their content and they will use reading strategies to scaffold learning.	All Staff	Observation of use in classroom and PLC discussions focusing on complex text strategies.	FCAT Reading Proficiency score, FAIR data, Formative assessment data, SAT, ACT and PERT scores		
<u>Reading Goal #1A:</u> The percentage of students at level 3 on the FCAT will increase to the district average or higher.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	The FCAT raw data showed 38% of 9th graders and 39% of 10th graders at proficiency.	It is expected that 9th grade proficiency scores will increase to 58% (increase of 20%) and 10th grade proficiency scores will increase to 59% (increase of 20%).					
		Students lack experience with text-based questions.	All teachers will utilize text-based questions with students in class and on assessments.	All Staff	PLC Discussions and planning; walkthrough data and evaluation data	FCAT Reading Proficiency score, FAIR data, Formative assessment data, SAT, ACT and PERT scores	

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		Staff need additional time to implement best practices with fidelity.	Staff will use the following strategies: Benchmark focus, academic writing, vocabulary development (Beck's 3 Tiers), gradual release, cognitive complexity, collaboration, Cornell note-taking, and interactive notebooks with input and output experiences				
		Many tests have new formats or the use of computers.	Staff will implement test awareness strategies within the classroom. Simulated practice on computers will be done with all students impacted with computer testing.	All Staff	Observation of use in classrooms and computer labs	Student achievement results in all areas of testing	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	Maintaining high levels of student achievement.	Continue to monitor implementation of best practices, with a focus on differentiation of instruction.	Administration; teachers of Exceptional Student Education	Classroom observations	Data from the Florida Alternative Assessment		

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<u>Reading Goal #1B:</u> The percentage of RHS students scoring at or above Level 4 on the Florida Alternate Assessment will meet or exceed state and district averages.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100% (13) of RHS students who took the Florida Alternate Assessment for reading scored at or above Level 4..	The goal is to continue to have 100% of RHS students who take the Florida Alternate Assessment for reading score at or above Level 4.					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	Students need more experience with Level 3 and 4 Cognitive Complex tasks.	Teachers will unpack their benchmarks and ensure Level 3 and 4 activities within the classroom. Teachers will scaffold student learning. Teachers will create assessments with high complexity questions.	All Staff	Review of lesson plans, PLC planning and observations of Walk Throughs.	FCAT Proficiency Scores, formative Exam Results, Advanced Placement, ACT and SAT scores.		

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Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percent of student achieving a level 4 or 5 on FCAT will increase to 27% for 9th grade (6% increase), and 22% for 10th grade (6% increase).							
	The 2012 FCAT Reading showed 12% of 9th Grade students obtaining a level 4 or 5. The 2012 FCAT Reading showed 15% of 10th grade students obtaining a level 4 or 5..	It is expected that 22% of 9th grade students and 25% of 10th grade students will score at a level 4 or 5 on FCAT Reading..					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. Florida Alternate Assessment: [I]'=Students scoring at or above Level 7 in reading.	Maintaining high levels of student achievement.	Continue to monitor implementation of best practices, with a focus on differentiation of instruction.	Administration; teachers of Exceptional Student Education.	Observation of instructional practices.	Summative data from the Florida Alternate Assessment.		
Reading Goal #2B: The percentage of RHS students who take the Florida Alternate Assessment and score at or above level 7 will meet or exceed state and district averages.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100% (13) of RHS students who took the Florida Alternate Assessment scored at or above level 7 in reading.	100% RHS students who take the Florida Alternate Assessment will score at or above level 7.					

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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3A. FCAT 2.0: Percentage of students making learning gains in reading.	Low student engagement.	Teachers will utilize best practices included in the Marzano classroom practices. The use of interactive notebooks will also engage students in input and output processes.	Administration	Observations, walkthroughs and examining students' notebooks	Student engagement and rigor with scaffolding observed in the classroom will increase from the Walk Through data. The use of interactive notebooks in daily instruction.		
Reading Goal #3A: The goal is to increase the percent of students making learning gains in reading to 65%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	The 2012 FCAT Reading showed the percent of students making learning gains as 62%.	It is expected that 65% of students will make learning gains.					
		Students require re-teaching of concepts and practice with FCAT material.	Teachers will use the Florida Continuous Improvement Model (FCIM), including FCIM mini-lessons	All Staff	FCIM mini-lessons will be used in Reading, Science, Language Arts, Social Studies, and Math classes.	The Leadership Team will report out on the utilization of the FCIM mini-lessons.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in	Maintaining high levels of student achievement	Continue to implement instructional best practices, including a focus on differentiation of instruction.	Administration; teachers of Exceptional Student Education.	Observation of instructional practices.	Summative data on the Florida Alternate Assessment in reading.		

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reading.							
Reading Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
RHS expects to meet or exceed the district and state averages for students making leaning gains in reading as measured by the Florida Alternate Assessment.							
	53.8% (7 of 13)of students who took the Florida Alternate Assessment made a learning gain in reading.	65% of students taking the Florida Alternate Assessment will make a learning gain.					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	Low student engagement	Staff will utilize data chats in their PLCs and with students to help them self-monitor. All students in reading classes will monitor and keep track of their progress in all subject areas.	All staff including the MTSS team	This will be observed through Walk Through data and conversation in PLCs. MTSS Team will review the data for fidelity	Learning gains Self-reflection sheets of the students.		
<u>Reading Goal #4A:</u> The percentage of students in the lowest quartile with learning gains in reading will increase by 3%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	The 2012 FCAT Reading showed 62% of students making learning gains in the lowest quartile..	It is expected that 67% of students in the lowest quartile will make learning gains in reading.					

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		Lack of communication of students identified in the lowest 33%	A list will be generated in quarter one and provided to all staff of the lowest 33% in Math and Reading	Administration	Use of lowest 33% list in student data section of lesson plan book	Increase learning gains scores.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Reading Goal #4B:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	42%	48%	54%	60%	66%	72%
Reading Goal #5A: RHS will reduce the percentage of nonproficient students by 50% from 2011 to 2017. (RHS had 42% proficient, 58% nonproficient, according to the 2011 FCAT reading data. Therefore, we will reduce the percent not proficient to 28% by 2017.)							

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	Lack of participation in supplemental remedial programs.	Have teachers encourage students to attend after-school tutoring based on student need; transportation provided	SSAP teachers, instructional coaches and general education teachers	Ongoing grade and attendance monitoring	Grade and attendance data.		
Reading Goal #5B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>2012 SPAR Date not available</i>							
	White: 41% > 3 Black: Hispanic: 34% >3 Asian: American Indian:	White: 51% >3 Black: Hispanic: 50% >3 Asian: American Indian:					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	English Language Learners (ELLs) struggle with reading and comprehending text (and textbooks) written in English.	The ESOL Resource Teacher and Instructional Assistant will use best practices to assist teachers and students with strategies designed to improve reading comprehension and vocabulary development for ELLs	ESOL Resource Teacher; Instructional Assistant for ESOL; Teachers.	The ELL support staff will evaluate reading data to ensure improvement in performance. Administrative staff will check in with teachers on ELLs' performance in content courses	Classroom performance and summative data on FCAT or EOC exams		
<u>Reading Goal #5C:</u> The English Language Learner (ELL) support staff will ensure ELL students receive strategies to assist with reading comprehension and vocabulary development.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	The cell number of ELL students was not significant to indicate AYP data.	An analysis of ELL students making learning gains will be done by the ELL support staff.					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	Exceptional Education students need additional support to gain skills needed for the FCAT Reading test.	Support facilitation staff will work with students with disabilities to determine their reading deficiency areas and utilize strategies to aid in remediation. Teachers will encourage students to attend ESD with transportation.	Heather Jones and ESE instructional personnel	Review of benchmark test data and other classroom formative assessments. Participation in aligned subject area PLC team meetings	Progress monitoring logs held by ESE staff. In addition, data chat monthly by ESE teacher in addition, to content area teacher.		
Reading Goal #5D: The percentage of students (SWD) at level 3 on the FCAT will increase to the district average or higher	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	The FCAT data showed 87% of 9th graders and 91% of 10th graders below a 3	We will work with all teachers, especially the ESE department to decrease the number of students not making progress by 10%					
		The content area teachers need support to assist students with disabilities.	Exceptional Student Education staff will assist content area teachers in ensuring proper accommodations, contacting parents, and assisting with strategies within the classroom.	Heather Jones and all ESE Instructional Staff.	Discuss strategies and progress of students as a department in rotating PLC meetings at least every other week	Student performance in class	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	Economically disadvantaged students sometimes need additional academic support.	Provide after-school tutoring with transportation provided	Instructional coaches and administration	Monitor number of students who take advantage of the program.	Examine sub-group summative data on FCAT or EOC exams		
<u>Reading Goal #5E:</u> The 2012 SPAR data is not available at this time..	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	The 2012 SPAR data is not available at this time.	The 2012 SPAR data is not available at this time.					
		Nutritional concerns exist for students of poverty.	Increase the number of students participating in the free and reduced breakfast and lunch programs available to students/families.	Administration and the cafeteria manager	Monitor the number of applications for services completed. Monitor the number of students taking advantage of the free breakfast available for all students regardless of economic needs	FNS Data	
		Students and parents need information on resources available.	Information and opportunities for assistance will be monitored by support staff	Guidance Counselors; Student Support Assistance Personnel (SSAP); and Diane Clukey-Chenard, School Social Worker.	Monitor the grades of students on Free and Reduced Lunch Services.	Review progress of students in need	

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of the Common Core State Standards	All grades, all subject areas	PCLs	School wide	Twice per week	Monitor the work of PLCs	Principal, Assistant Principals, Math Coach assigned to PLCs

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Fastforward for Reading	FastForward	SIG	\$6,000
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Interactive Notebooks			
Common Core			
Beck's 3 Tiers of Vocabulary			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	English Language Learners (ELLs) struggle speaking and comprehending oral English.	The ESOL Resource Teacher and Instructional Assistant will use best practices to assist teachers and students with strategies designed to improve listening and speaking skills for ELLs	ESOL Resource Teacher and Instructional Assistant; Teachers	ELL support staff will evaluate ELLs' oral language performance and check in with teachers on ELLs' performance in class.	1 Classroom performance and CELLA data	
CELLA Goal #1: The English Language Learner (ELL) support staff will ensure ELL students receive strategies to assist with listening and speaking development, with a goal of having 50% proficient in listening/speaking on the 2013 CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	In grade 9, 6 of 9 students scored proficient in listening/speaking. In grade 10, 2 of 7 students scored proficient in listening/speaking. In grade 11, 2 of 2 students scored proficient in listening/speaking. In grade 12, 1 of 3 students scored proficient in listening/speaking.					

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2. Students scoring proficient in reading.	English Language Learners (ELLs) struggle reading and comprehending text (and textbooks) written in English.	The ESOL Resource Teacher and Instructional Assistant will use best practices to assist teachers and students with strategies designed to improve reading comprehension and vocabulary development for ELLs.	ESOL Resource Teacher; Instructional Assistant for ESOL; Teachers	ELL support staff will evaluate reading data to ensure improvement in performance. Administrative staff will check in with teachers on ELLs' performance.	Classroom performance and summative data on CELLA	
CELLA Goal #2: 40% of the ELL students at RHS will score proficient on the 2013 CELLA.	2012 Current Percent of Students Proficient in Reading:					
	In grade 9, 2 of 9 students scored proficient in reading on CELLA. In grade 10, 1 of 7 students scored proficient in reading on CELLA. In grade 11, 2 of 2 students scored proficient in reading on CELLA. In grade 12, 2 of 3 students scored proficient in reading on CELLA					

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	English Language Learners (ELLs) struggle to produce academic writing using standard written English	The ESOL Resource Teacher and Instructional Assistant will use best practices to assist teachers and students with strategies designed to improve ELL writing.	ESOL Resource Teacher; Instructional Assistant for ESOL; Teachers	ELL support staff will evaluate writing data to ensure improvement in performance. Administrative staff will check in with teachers on ELLs' performance.	Classroom performance; summative data on CELLA.	
<u>CELLA Goal #3:</u> The goal is to have 40% of ELLs score proficient in writing in 2013.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	In grade 9, 3 of 9 students scored proficient in writing on CELLA. In grade 10, 1 of 7 students scored proficient in writing on CELLA. In grade 11, 1 of 2 students scored proficient in writing on CELLA. In grade 12, 1 of 3 students scored proficient in writing on CELLA.					

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School	Mathematics	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	Maintaining high levels of student achievement.	Continue to monitor implementation of instructional best practices, focusing on differentiation of instruction.	Administration; teachers of Exceptional Student Education	Observation of instructional practices.	Summative data from the Florida Alternate Assessment		
	Mathematics Goal #1: The percentage of RHS students scoring at or above Level 4 on the Florida Alternate Assessment will meet or exceed state and district average	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	100% (13) of RHS students scored at or above Level 4 on the Florida Alternate Assessment in math in 2012.	The goal is to maintain the 2012 level of performance, 100% of RHS students scoring at or above Level 4 on the Florida Alternate Assessment in math..					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	Maintaining high levels of student achievement.	Continue to monitor implementation of instructional best practices, focusing on differentiation of instruction.	Administration; teachers of Exceptional Studen	Observation of instructional practices.	Summative data from the Florida Alternate Assessment.		
Mathematics Goal #2: RHS students will meet or exceed district and state averages for the percent of students scoring at or above Level 7 on the Florida Alternate Assessment in math..	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	100% (13) RHS students scored at or above Level 7 on the Florida Alternate Assessment in math in 2012.	The goal is to maintain 100% of RHS students to score at or above Level 7 on the Florida Alternate Assessment in math..					
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	Maintaining high levels of student achievement.	Continue to monitor implementation of instructional best practices, focusing on differentiation of instruction.	Administration; teachers of Exceptional Student Education	Observation of instructional practices.	Summative data from the Florida Alternate Assessment.		
Mathematics Goal #3: RHS students will meet or exceed district and state averages for percent of students making learning gains in math on the Florida Alternate Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	75% (9 of 12) of RHS students made learning gains in math on the Florida Alternate Assessment in 2012.	The goal is to continue with 100% of students making learning gains in math on the Florida Alternate Assessment.					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	Many tests have new formats or the use of computers	Staff will implement test awareness strategies within the classroom. Simulated practice on computers will be done with all students impacted with computer testing.	All Staff	Action plan of Test Awareness Strategies by PLCs.	Leadership Team will review plan to ensure preparation.		
Algebra 1 Goal #1: HS students will meet or exceed district and state averages for percent scoring at Achievement Level 3 or higher.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	32% of RHS students scored at Achievement Level 3 or higher on the Algebra EOC Exam in 2012.	48% of RHS students will score at Achievement Level 3 or higher on the Algebra EOC Exam.					
		Students need assistance preparing for the various tests and EOC Exams.	Teachers will align common assessments to the tests in their subject areas, using the test item specifications provided by DOE. Teachers will use the following strategies: Cornell note-taking, interactive notebooks with input and output experiences, vocabulary development, benchmark focus, academic writing, cognitive complexity, collaboration	All Staff	Observation of use in classrooms.	Student Achievement Results	
		Consistency among course sections.	Align common assessments with EOC. Use FCIMs, data chats, and Common Core elements within lessons. Use common syllabus and tests.	All Math Staff and Math Resource Coach	Data Review	PLC logs and FCIM/EOC data, and syllabus review	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	Consistency among course sections.	Align common assessments with EOC Exam. Use FCIMs, data chats, and Common Core elements within lessons. Use common syllabus and tests.	All Staff	Data Review	Common assessments; FCIM, District benchmark tests (Core K-12); and Syllabus review.		
<u>Algebra Goal #2:</u> RHS students will meet or exceed district and state averages for percent scoring in Achievement Level 4 or higher on the Algebra EOC Exam.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2% of RHS students scored at Achievement Level 4 or higher on the Algebra EOC Exam in 2012.	5% of RHS students will score at Achievement Level 4 or higher on the Algebra EOC Exam in 2013.					

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 68% non-proficient	32%	42%	50%	59%	66%	68%

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<p><u>Algebra 1 Goal #3A:</u></p> <p>RHS will reduce the percentage of nonproficient students by 50% from 2011 to 2017. (RHS had 32% proficient, 68% nonproficient, on the 2012 Algebra EOC. Therefore, RHS will reduce the percent not proficient to at most 32% by 2017. To meet this goal, we will reduce the percentage of non-proficient students each year.</p>							
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	Lack of participation in supplemental remedial programs:	Teachers will encourage students to attend after-school tutoring based on student need; transportation provided. Students who were not proficient last year are enrolled in Liberal Arts math this school year.	SSAP teachers; general education teachers, guidance counselors, administrators	Ongoing grade and attendance monitoring.	Grade and attendance data.		
<u>Algebra 1 Goal #3B:</u> To reduce the achievement gap between our White and Hispanic students by increasing the percentage of proficient White students by 6% and the percentage of Hispanic students by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	White: 37% Black: Hispanic: 26% Asian: American Indian:	White: 43% Black: Hispanic: 36% Asian: American Indian:					
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	English Language Learners (ELLs) struggle reading and comprehending text (and textbooks) written in English.	The ESOL Resource Teacher and Instructional Assistant will use best practices to assist teachers and students with strategies designed to improve ELLs' performance.	ESOL Resource Teacher; Instructional Assistant for ESOL; Teachers	ELL support staff will evaluate student data to ensure improvement in performance. Administrative staff will check in with teachers on ELLs' performance	Classroom performance and summative data on EOC exam.		
Algebra 1 Goal #3C: SPAR report reflecting 2012 data was not available at the time of the writing of this plan.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	SPAR report reflecting 2012 data was not available at the time of the writing of this plan	SPAR report reflecting 2012 data was not available at the time of the writing of this plan.					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	Students with disabilities require a variety of approaches to instruction, depending on individual need.	Continue to implement instructional best practices, focusing on differentiation of instruction.	All Staff	Observation of instructional practices	Common assessments, Core K-12 benchmark assessments, and summative data from the Algebra EOC exam.		
<u>Algebra 1 Goal #3D:</u> Our goal is to increase the percent of proficient students in Algebra by 12%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	8% proficient	20% proficient					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	Economically disadvantaged students sometimes need additional academic support.	Provide after-school tutoring through the week, with transportation	Administrators	Monitor number of students who take advantage of the tutorial program.	Examine sub-group summative data on the Algebra EOC.		
<u>Algebra 1 Goal #3E:</u> Our goal is to increase the percent of students proficient in Algebra by 6%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29% proficient	35% proficient					

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	Many tests have new formats or the use of computers.	Staff will implement test awareness strategies within the classroom. Simulated practice on computers will be done with all students impacted with computer testing	All Staff	Test Awareness Strategies by PLCs will be promoted throughout all classes	Leadership Team will review plan to ensure preparation		
<u>Geometry Goal #1:</u> For 2012, Geometry data, the goal is for our students to meet or exceed district and state averages.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	41% of our students scored in the middle third.	The percentage of students scoring at or above Achievement Level 3 will be 40%.					

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		Students need assistance preparing for the various tests and EOC Exams	Teachers will align common assessments to the tests in their subject areas, using the test item specifications provided by DOE. Teachers will use the following strategies: interactive notebooks with input and output experiences, vocabulary development, Cornell note-taking, benchmark focus, academic writing, gradual release, cognitive complexity	All Staff	Observation of use in classrooms.	Student Achievement Results	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Student engagement is low.	2.1. Teachers will implement interactive notebooks and reinforce through regular walk around checks and collection checks. Students may use these on quizzes. Teachers will use more hands on activities, such as patty paper.	2.1 All staff	2.1. Classroom observations, formative and summative assessments	2.1. Student Achievement Results		
Geometry Goal #2: For 2012, the goal is for our students to meet or exceed district and state averages on the Geometry EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	17% of our students scored in the top third.	20% of our students will score a level 4 or 5 on the Geometry EOC.					

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		2.2. Students are not completing homework consistently.	2.2. Teachers will assign fewer homework problems and allow students to work in class.	2.2. All Staff	2.2. eSembler, Classroom Observations, PLC logs	2.2. Student Achievement Results	
		2.3. Students need exposure to quality instruction on a consistent basis.	2.3. Teachers will continue to implement the gradual release model in their lesson planning and use a common board configuration.	2.3. Administration	2.3. Classroom Observations	2.3. Classroom walkthrough data, Student Achievement Results	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012 From Algebra 1 EOC 2012: 68% non-proficient	42%	48%	54%	60%	66%	

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<p><u>Geometry Goal #3A:</u></p> <p>In 2018, 34% or less of our Geometry students will be non-proficient. To meet this goal, we will reduce the percent of non-proficient students by 6% each year.</p>							
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>Lack of participation in supplemental remedial programs.</p>	<p>Teachers will encourage students to attend after-school tutoring based on student need; transportation provided.</p>	<p>SSAP teachers; general education teachers, guidance counselors, administrators</p>	<p>Ongoing grade and attendance monitoring.</p>	<p>Grade and attendance data.</p>		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To reduce the achievement gap between our white and Hispanic students by decreasing the percent of non-proficient white students 5% and the non-proficient Hispanic students by 16%.							
	White: 38% bottom third Black: NA Hispanic: 56% bottom third Asian: NA American Indian: NA	White: 33% scoring at level 1 or 2. Black: NA Hispanic: 40% level 1 or 2 Asian: NA American Indian: NA					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Geometry Goal #3C:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	Students with disabilities require a variety of approaches to instruction, depending on individual need.	Continue to implement instructional best practices, focusing on differentiation of instruction.	All Staff	Observation of instructional practices	Common assessments, Core K-12 benchmark assessments, and summative data from the Algebra EOC exam.		
<u>Geometry Goal #3D:</u> We will improve the performance of SWD students by decreasing the percentage of non-proficient students by 9%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	74% in the lowest third.	65% of students will be non-proficient.					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	Economically disadvantaged students sometimes need additional academic support.	Provide after-school tutoring through the week, with transportation	Administrators	Monitor number of students who take advantage of the tutorial program.	Examine sub-group summative data on the Algebra EOC.		
<u>Geometry Goal #3E:</u> We will improve the performance of our Economically Disadvantaged students by decreasing the percentage of non-proficient students by 6%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	44% scored in the bottom third.	38% will score a level 1 or 2.					

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Aligning common assessments with Geometry EOC test item specifications	Geometry	PLC Leader	Geometry PLC members	On-going	Continuing conversations as teachers align common assessments to the Geometry EOC and lesson study process.	PLC Leader; Assistant Principal assigned to work with Geometry PLC.

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Comparing the Common Core State Standards to the Geometry EOC content benchmarks.	Geometry	PLC Leader	Geometry PLC members	On-going	Continuing conversations during PLC meetings	PLC Leader; Assistant Principal assigned to work with Geometry PLC
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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

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Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	Maintaining high levels of student achievement.	Continue to monitor implementation of instructional best practices, focusing on differentiation of instruction.	Administration; teachers of Exceptional Student Education	Observation of instructional practices	Summative data from the Florida Alternate Assessment in science.		
Science Goal #1: Students are expected to meet or exceed district and state averages for students scoring at Levels 4, 5, and 6 in science on the Florida Alternate Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	100% (3) of RHS students who took the Florida alternate Assessment in science scored at Level 6. (The other 50% (2) scored at Level 8.)	HS expects students to meet or exceed district and state averages for students scoring at Levels 4, 5, and 6 in science on the Florida Alternate Assessment..					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	Maintaining high levels of student achievement.	Continue to monitor implementation of instructional best practices, focusing on differentiation of instruction.	Administrators; teachers of Exceptional Student Education	Observations of instructional practices	Summative data from the Florida Alternate Assessment in science.		
Science Goal #2: RHS expects students to meet or exceed district and state averages for students scoring at or above Level 7 in science on the Florida Alternate Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	33% (1) of RHS students who took the Florida Alternate Assessment in science scored at Level 8. (The other 67% scored at Level 9.)	RHS expects students to meet or exceed district and state averages for students scoring at or above Level 7 in science on the Florida Alternate Assessment..					

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals	Problem- Solving Process to Increase Student Achievement						

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1. Students lack practice with the content area assessments	1.1. Teachers will implement the FCIM/CCSS model (PARCC) Teachers will analyze data in PLC data chats and make instructional changes accordingly	1.1. All Staff	1.1. Formative and summative assessment data, PLC data chats	1.1. Student Achievement Results		

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Biology 1 Goal #1: Standard setting has not occurred for the Biology EOC Exam. 2012 data was reported in thirds. The goal is to have RHS students meet or exceed district and state averages.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	32% of students scored in the middle third.	38% of students will score a level 3.					
		Students lack experience with complex text and lack experience with text based questions	All teachers will utilize a complex text once or more a week.	All Staff	Observation of use in class	FCAT Reading Proficiency Score, FAIR Data, SAT and ACT Scores.	
		Staff needs additional strategies to increase the reading proficiency of students and needs additional time to implement best practice focus areas for the 2012-2013 school year with fidelity	Teachers will receive support on the implementation of the Common Core State Standards for literacy through Professional Learning Community teams. Staff will utilize the following strategies: Benchmark Focus Philosophy, Academic Writing, Vocabulary Development, Gradual Release, Cognitive Complexity, Collaboration, Cornell-Note Taking, Test Awareness and Responsiveness	All Staff	Observation of strategies through Walk Throughs and Test Awareness Strategies by PLCs.	FCAT Reading and Math Proficiency Score, FAIR Data, Core K-12, SAT and ACT Score.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	Students lack experience with complex text and lack experience with text based questions	<p>All teachers will utilize a complex text once or more a week.</p> <p>Teachers will use classroom activities that are highly complex and scaffold students for success.</p>	All Staff	Observation of use in class	FCAT Reading Proficiency Score, FAIR Data, SAT and ACT Scores.		
Biology 1 Goal #2: For 2012, the goal is for our students to meet or exceed district and state averages.	<u>2012 Current Level of Performance:*</u> 	<u>2013 Expected Level of Performance:*</u> 					
	16% of students scored in the top third.	20% of students will score a level 3..					

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	<p>Students need additional writing strategies to succeed on FCAT Writing 2.0.</p> <p>Teachers need more time to implement strategies with fidelity.</p>	<p>Teachers will unpack the Common Core State Standards for Writing. The World History and English II teachers will use these standards within their content area instruction.</p> <p>Teachers will use the following strategies: benchmark focus, vocabulary development, Cornell note-taking, interactive notebooks with input and output experiences, academic writing, gradual release, collaboration, cognitive complexity</p>	<p>English Professional Learning Community Team and Social Studies Learning Community Team</p>	<p>Strategies observed through walkthroughs.</p>	<p>Student writing samples.</p>		
<p><u>Writing Goal #1A:</u></p> <p>The percent of students at a level 4.0 or higher will be increased 15%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>On the 2012 FCAT Writing 2.0, 83% of RHS students achieved a 3.0 or higher, 45% achieved a 3.5 or higher, and 24% achieved a 4.0 or higher</p>	<p>It is expected that 65% or more of students will score a 3.5 or higher and that 20% or more will score a 5 or higher on the FCAT Writing 2.0 in 2013.</p>					

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		Staff needs to be familiar with the FCAT/'CCSS Rubric	The rubrics will be used to increase the comprehension of students in these areas. English I/II and World History teachers will provide three extended writing assignments with feedback to students prior to the FCAT Writing 2.0 utilizing the Rubric and strategies. Three higher-level prompts will be utilized to support higher level writing.	English I/II and World History teachers	Increase of students scoring level 4 and 5 on mid-year and end of year assessment.	CORE K-12 Writing Data; Summative data on FCAT Writing 2.0.	
		Increased rigor of scoring for conventions.	Use imitation theory to increase sentence variety and grammaticality. In order to increase the amount of informational writing for 10th grade students interactive notebooks will be used.	English and World History PLCs	Examine student writing samples.	Student writing samples.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	Maintaining high levels of student achievement.	Continue to monitor implementation of instructional best practices, focusing on differentiation of instruction.	Administration; teachers of Exceptional Student Education	Observations of instructional practices.	Summative data from the Florida Alternate Assessment in writing.		
<u>Writing Goal #1B:</u> RHS students will meet or exceed district and state averages for percent scoring at or above Level 4 on the Florida Alternate Assessment in writing.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100% (4) of RHS students scored a Level 4 or higher on the 2012 Florida Alternate Assessment in writing.	The goal is to maintain 100% of RHS students scoring a Level 4 or higher on the 2013 Florida Alternate Assessment in writing.					

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher will use Becks three tiers of vocabulary instruction	All	Leslie Hibbs	All	Monthly	PLC discussions, planning and observations	Administration
PD for Interactive notebooks	All	Lauren Burdick	All	Monthly	PLC discussions, planning and observations	Administration
CCSS	All	Leslie Hibbs	All	Monthly	PLC discussions, planning and observations	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Students lack experience with complex text and lack experience with text based questions	1.1. All teachers will utilize a complex text once or more a week and will utilize text based questions with students in class.	1.1. All Staff	1.1. Observation of strategy through Walk Throughs.	1.1. FCAT Reading Proficiency Score, FAIR Data, SAT and ACT Scores		
<u>U.S. History Goal #1:</u> The Social Studies Department will begin analyzing the Test Item specifications and developing FCIM mini-lessons for use during classroom instruction	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	No previous data. Students will begin taking the U.S. History EOC exam in 2013.	Once standard-setting has occurred, AHS students will meet or exceed district and state averages for percent scoring at Achievement Level 3 or higher on the U.S. History EOC exam.					
		1.2. Staff needs additional strategies to increase the reading proficiency of students and needs additional time to implement best practice focus areas for the 2012-2013 school year with fidelity. Social Studies Department would like additional tools for instructional strategies.	1.2. Teachers will receive support on the implementation of the Common Core State Standards for literacy through Professional Learning Community teams and will utilize the following strategies: Benchmark Focus Philosophy, Academic Writing, Vocabulary Development, Gradual Release, Cognitive Complexity, Collaboration, Cornell-Note Taking, Test Awareness and Responsiveness. The 5E training will be provided to the Social Studies Department	1.2. All Staff and Social Studies PLC	1.2. Observation of strategies through Walk Throughs and completion of staff training.	1.2. FCAT Reading and Math Proficiency Score, FAIR Data, Core K-12, SAT and ACT Score. Discussions with the Social Studies Department in their PLCs will follow.	
		1.3. Students need assistance preparing for the various tests and EOC Exams; especially, since this is a new EOC.	1.3. Teachers will align common assessments to the tests in their subject areas, using the test item specifications provided by DOE and Analyze test item specifications; develop FCIM mini-lessons to incorporate into instruction; align common assessments with EOC; use district resources	1.3. U.S History Teachers	1.3. Observe use of FCIM mini-lessons and common assessments aligned to the EOC.	1.3. Formative data from common assessments; summative data from EOC results (Student Achievement Results)	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1. See Barriers in 1.1	2.1. See strategies in 1.1	2.1. Social Studies teachers	2.1. See processes above in 1.1	2.1. See Evaluations tools in 1.1		
<u>U.S. History Goal #2:</u> The Social Studies Department will begin analyzing the Test Item specifications and developing FCIM mini-lessons for use during classroom instruction and the Social Studies Department will begin analyzing the test item specifications and developing FCIM mini-lessons for use during classroom instruction.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No previous data. Students will begin taking the U.S. History EOC exam in 2013.	Once standard-setting has occurred, RHS students will meet or exceed district and state averages for percent scoring at or above Achievement Level 4 in U.S. History.					

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

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Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Attendance</p>	<p>1.1. Consequences and interventions for skipping and unexcused absences have not been consistently applied by administrative staff</p> <p>1.2 Students and parents are uninformed about the proper check in and check out procedures.</p>	<p>1.1. Procedures will be presented to faculty and staff for accurate attendance reporting.</p> <p>Administrative staff and Student Services team will be trained on and use interventions and consequences for students who have violated the attendance expectation</p>	<p>1.1. Alicia Leary, Assistant Principal</p>	<p>1.1. Attendance data will be analyzed at Progress Report and Report Card for each grading period. Data will be shared with faculty, staff, students, and parents. Strategies will be reinforced twice quarterly.</p> <p>Focus group data will be analyzed by the Behavior Team to develop additional strategies to reduce absences.</p> <p>Student Services team will be provided with a list of students who do not receive their privilege card for attendance so they can intervene appropriately</p>	<p>1. 1.1. TERMS reports: skipping, unexcused absences, teacher attendance records</p> <p>Focus group data</p> <p>Increased daily attendance</p>		
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		ns. 1.2 Students and parents will be trained on proper check in and check out procedures . Student focus groups will be used to gather qualitative data on skipping and unexcused absences. Check					
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		<p>in and check out procedures will be posted throughout the school.</p> <p>Students will be taught proper check in and check out procedures during class “town hall” assemblies .</p> <p>School connect messages will be used to reinforce</p>					
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		procedures for attendance . Privilege Cards are tied directly to attendance . Students with more than 10% absences are not rewarded with a privilege card.					
Attendance Goal #1: 80% of students will have less than 10% absences for the school year	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					

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	66% students had less than 10% absences for the school year	Enter numerical data for expected attendance rate in this box.					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	721 students had less than 10% absences, 334 had greater than 10% absences	Enter numerical data for expected number of absences in this box.					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					

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	No current data due to ineffective tracking practices	Enter numerical data for expected number of students tardy in this box.					
		1.3. Students can leave campus from multiple exit points which creates gaps in supervision	1.3. A gate will be installed in the student parking lot to prevent students from leaving campus. This will allow administrative staff to focus on supervising remaining exits with fidelity	1.3. Alicia Leary, Assistant Principal	1.3. Attendance data will be analyzed at Progress Report and Report Card for each grading period. Data will be shared with faculty, staff, students, and Strategies will be reinforced twice quarterly parents	1.3. TERMS reports: skipping, unexcused absences, teacher attendance records Increased daily attendance	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Suspension	<p>1.1. Lack of interventions used by all faculty and staff</p> <p>Lack of varied consequences to address problem behavior</p> <p>Lack of human resources to implement and monitor consequences</p> <p>Lack of documenting interventions in the behavior management database to increase communication among</p>	<p>1.1. Professional development on and use of available interventions and consequences for problem behaviors</p> <p>Classroom management training</p> <p>Professional development on Behavior Management database</p> <p>Documentation of interventions and consequences in behavior management</p>	1.1. Alicia Leary, Assistant Principal	<p>1.1. Suspension data will be analyzed at Progress Report and Report Card</p> <p>Data from Behavior Management Database will be analyzed at Progress Report and Report Card to review classroom interventions</p>	<p>1. TERMS report</p> <p>1.2 Behavior Management Database</p>		
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	faculty and staff	database. Reinforcement of available interventions and consequences Additional behavior specialist to intervene using groups to promote pro-social behavior Behavior expectations will be taught and reinforced each					
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<p><u>Suspension Goal #1:</u></p> <p>5% or less of students will be disciplined with Out of School Suspension no more than 10 days.</p> <p>20% or less of students will be disciplined with In School Suspension no more than 3 days.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	853 days of In School suspension	No more than 630 days of In School Suspension					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					

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	510 students received In-School Suspension during the 2011-2012 school year.	No more than 210 students will receive In-School Suspension during the 2012-13 school year.					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	1,368 days of Out of School Suspension	No more than 525 days of Out of School Suspension					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
		No more than 52 students					

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)						
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or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

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Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Dropout Prevention	<p>Some of our seniors are off track for graduation.</p>	<p>Students will be enrolled in a credit recovery program. Students will be enrolled in available Adult Education courses.</p> <p>Students will take an additional period as part of their 7 period day, which provides a credit recovery opportunity.</p> <p>Graduation coaches will meet with students to promote ACT/ SAT to meet concordat score for graduation.</p> <p>Student Services Team will communicate with staff members regarding On Track data and interventions</p>	<p>Guidance, Graduation Enhancement Teachers</p>	<p>Review of graduation status</p>	<p>Graduation data and drop-out data</p>		
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<u>Dropout Prevention</u> <u>Goal #1:</u>	<u>2012 Current</u> <u>Dropout Rate:*</u>	<u>2013 Expected Dropout</u> <u>Rate:*</u>					
<p>The MTSS Team will create a plan to provide additional options and supports to reduce the percent of off track students and students identified as dropouts by 10%.</p>							
	<p>According to the most recent SPAR report: 1.8%.</p>	<p>It is expected for options and support to be given to current potential seniors to ensure a successful goal of graduation..</p>					
	<u>2012 Current</u> <u>Graduation Rate:*</u>	<u>2013 Expected Graduation</u> <u>Rate:*</u>					
	<p>According to the most recent SPAR report: 61.5%.</p>	<p>It is expected for options and support to be given to current potential seniors to ensure a successful goal of graduation..</p>					

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		Many 9th grade students had one or more "F's" and a GPA of 2.0 or lower. It is a result of students having difficulty transferring from 8th to 9th grade.	A 9th grade Academy was implemented in 2010-2011. An AVID program was implemented for 9th graders in 2011-12 and continues to grow. Core teachers will develop common grading criteria. All incoming 9th grade students will be invited to attend a summer orientation. Scheduled meetings with students from feeder Middle School to throughout the school year to prepare students for the transition. Implementation of a Career Choice and Character Education program within the curriculum..	Assistant Principal SBLT 9th grade Guidance Counselors	Review of grades quarterly Implementation of summer program Development of programs to present during school visits	Review of grades quarterly. Number in attendance Student and Parent feedback from presentations	
		Strategies utilized for credit recovery need to be monitored.	The SBLT will monitor and provide guidance for student support.	SBLT	Increase number of students recovering credits	Credits earned	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	Parents are need information on teenage development and skills for success to enter postsecondary institutes.	Parent meetings and events will be held at various times to make the school accessible to all parents.	Resource Staff (Guidance, Social Worker, School Nurse)	List of events and activities for parents and percent of attendance.	Document of events and activities		

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<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
Our staff will assist parents with making connection to Ridgewood High School and increase parents' knowledge of their students progress towards meeting graduation requirements.							
	Parents attended Open House, Curriculum Fair, Advanced Placement/Dual Enrollment Night, Title I meeting, and other parent nights.	We will see an increase in the attendance of our Parent Events..					
		Communication is required for successful parental involvement.	Utilization of other communication methods will be explored, in addition, to the school newsletter (i.e., Facebook, website).	Administration	Increased participation and positive comments from parents.	District Parent Survey	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)						

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or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent information nights	Flyers, mailing, postal costs	Title I	\$2,000
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>STEM Goal #1:</u> An exploration of ways to meet STEM goals with the Bio Medical program will be explored. <u>STEM Goal #2:</u> Set up a Applied Robotics program to be opened in the Fall 2013	No established STEM goals.	Explore on site connection with STEM goals and the present programs in place	CTE Administrator.	Development of STEM connections.	Document.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a						

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professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>The total number of students passing the exam for the Adobe Industry Certification in Dreamweaver or Photoshop will increase by 40%.</p> <p><u>2012 Current Level of Performance</u></p> <p>27% (30) of eligible CTE students (110) were tested for Adobe Industry Certification (0 for Dreamweaver, 30 for Photoshop)</p> <p><u>2013 Expected Level of Performance</u></p> <p>70% (80) of eligible CTE students will be tested in Adobe Industry Certification (5 for Dreamweaver, 75 for Photoshop)</p>	Hiring qualified teachers.	<p>Expanding the avenues through which the school advertises for CTE teachers.</p> <p>Teachers will obtain certification in programs</p>	Administration	Increased number of applicants for vacancies.	Successful hires.

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	More students need to pass industry certification exams.	The Career and Technical Education Department will continue to focus on industry certification exams to ensure student success. Alignment of curriculum to standards using gradual release and best practices.	CCTE Professional Learning Community	Increase in number of students passing industry certification exams.	Number of students passing industry certification exams..
	1.3. Equipment needed for testing (software, settings, bandwidth)	1.3. District will provide new lab for testing	1.3. CTE District Director Rob Aguis	1.3. Classroom Observations, CTE inventory	1.3. Student Achievement Results

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity											
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Please note that each Strategy does not require a professional development or PLC activity.											
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator or and/or PLC Leader	PD Participants (e.g. , PLC, subject , grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring					
	Year 2	Year 3	Year 4								
MOU	Activity	Func	Obj	Description	4 Year Total	Y 2	Y 3	7/12 -	10/12 -	1/13 -	4/13 -
Criterion						FTE	FTE	12-Sep	12-Dec	13-Mar	13-Jun
2	Implement at Least one additional high school career and technical program - Startup costs	5300	120	<u>Classroom Teachers</u> Teacher Salary - Lead Teacher	\$56,082.00	0.000	1.000	\$14,020.50	\$14,020.50	\$14,020.50	\$14,020.50
2	Implement at Least one additional high school career and technical program - Startup costs	5300	210	<u>Retirement</u> Retirement at 10.79% of Salary	\$6,051.24	0.000	0.000	\$1,512.81	\$1,512.81	\$1,512.81	\$1,512.81
2	Implement at Least one additional high school career and technical program - Startup costs	5300	220	<u>Social Security</u> Social Security at 7.65% of Salary	\$4,290.28	0.000	0.000	\$1,072.57	\$1,072.57	\$1,072.57	\$1,072.57
2	Implement at Least one additional high school career and technical program - Startup costs	5300	230	<u>Group Insurance</u> Group Insurance at \$6000 per person per year	\$6,000.00	0.000	0.000	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00

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2	Implement at Least one additional high school career and technical program - Startup costs	5300	291	Flexible Benefits - fees budgeted to provide a variety of insurance options for school personnel (at \$150 per person per year)	\$150.00	0.000	0.000	\$37.00	\$37.00	\$37.00
2	Implement at Least one additional high school career and technical program - Startup costs	5300	590	Other Materials & Supplies	\$9,500.00	0	0	\$4,500.00	\$0.00	\$0.00
2	Implement at Least one additional high school career and technical program - Startup costs	5300	510	Supplies Consumable Supplies -	\$6,500.00	0.000	0.000	\$1,500.00	\$0.00	\$0.00
2	Implement at Least one additional high school career and technical program - Startup costs	5300	330	Out of county Travel- PTLW required training (room and board)	\$2,800.00	0.00	0.00	\$1,400.00	\$0.00	0.00
2	Implement at Least one additional high school career and technical program - Startup costs	5300	642	Furniture & Equipment under \$750 science tables & chairs, incubator & microscopes, DNA kits, cloning and sequencing kits and other lab equipment	\$15,000.00	0.00	0.00	\$10,000.00	\$0.00	0.00
2	Implement at Least one additional high school career and technical program - Startup costs	5300	641	Furniture & Equipment over \$750 Laptop cart, refrigerator, storage cabinets, digi shaker water bath & edvo cylcler	\$12347.00	0.000	0.000	\$6,790.00	\$0.00	\$0.00
2	Implement at Least one additional high school career and technical program - Startup costs	5300	643	Computers & Hardware over \$750 laptops, printer & peripherals	\$36,615.00	0.000	0.000	\$26,615.00	\$0.00	\$0.00
2	Implement at Least one additional high school career and technical program - Startup costs	5300	730	Dues & Fees Industry Certifications, training registration	\$5,800.00	0	0	\$2,400.00	\$0.00	\$0.00
2	Implement at Least one additional high school career and technical program - Startup costs	5300	691	Computer Software Capitalized Inspiration 9, logger Pro	\$2,100.00	0.000	0.000	\$1,100.00	\$0.00	\$0.00

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

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Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Additional Goal	<p>1.1. Academic supports outside of regularly scheduled classes are limited</p> <p>Students missing greater than 10% absences could be affecting student outcomes</p> <p>Limited computer access at home</p> <p>Student motivation to meet AP expectations</p>	<p>1.1.. Academic support provided by AP teachers during the last 5 weeks of every quarter.</p> <p>AP students will be enrolled in a Research course with one of their AP teachers to learn study skills for success and to have access to computers</p> <p>Media hours until 3:30pm each school day</p> <p>AP Boot Camp to create community</p>	1.1. Alicia Leary	1.1 Assessment Data will be analyzed bi-weekly in PLCs and teachers will problem solve to increase achievement	1.1. eSembler online gradebook		
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		<p>Parent contact to communicate academic success</p> <p>AP teachers and students will collaborate with AP programs at other schools</p>					
<p><u>Additional Goal #1:</u></p> <p>50% of students taking Advanced Placement courses will pass the exam with a 3 or higher.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					

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	106 (36%) out of 295 exams were passed with a 3 or higher.	50% of exams will be passed with a 3 or higher					
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Additional Goals Professional Development

<div>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</div> <div>Please note that each Strategy does not require a professional development or PLC activity.</div>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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Additional Goals	
	Total:
	Grand Total:

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**June 2012
Rule 6A-1.099811
Revised April 29, 2011**

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK*, this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

☐ Yes ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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Our SAC meetings will be on the following dates: 9/11/12, 10/9/12, 11/13/12, 12/11/12, 1/15/13, 2/12/13, 3/12/13, 4/9/13, 5/7/13 and if needed, 6/11/13. We will meet from 7:45-8:45 a.m.

Describe the projected use of SAC funds.	Amount
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