



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Riverdale High School

2600 BUCKINGHAM RD

Fort Myers, FL 33905

239-694-4141

<http://rdh.leeschools.net/>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 53%
Alternative/ESE Center No	Charter School No	Minority Rate 35%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 B
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Riverdale High School

Principal

Gerald Demming

School Advisory Council chair

Lucy Strathman

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jerry Demming	Principal
Laura Stanford	Assistant Principal-Curriculum
Paul Kirk	Assistant Principal-Curriculum
Edward Mathews	Assistant Principal - Administrative Services
James Loethem	Assistant Principal-Student Affairs
Traci Budmayr	Coordinator of IB
John Roszell	CTE Specialist
Thomas Wahl	Career and Occupational Specialist
Sally Roszell	Reading Coach
Thomas Roszell	Athletic Director
April Ring	TIF Teacher
Barbara Esno	TIF Teacher
Joan Starr	TIF Teacher
Kelli Sheridan	TIF Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Chairperson Lucy Strathman (Parent)
Vice Chairperson
Secretary John Roszell (Teacher)
DAC Representative Debora McQuen
Student Representative SCA Representative
Members
51% must be, and are, parents and or community membership

Involvement of the SAC in the development of the SIP

The Riverdale High School School Improvement Council provides leadership through review and revisions to the plan for the purposes to include parent insight and involvement. The plan is presented and reviewed approved or revised for approval during the month of September. Administration and teachers who have participated in the process of development provide parents information to provide understanding of goals and objectives built into the plan.

Activities of the SAC for the upcoming school year

Meetings throughout the school year to provide information to parents who are encouraged to be the positive voice for public education in general and Riverdale High School more specifically. Members are asked to serve on the District Advisory Council and ensure that we are kept informed as to where the district is headed. Locally SAC members are encouraged to be part of booster clubs and supporters within the school. The inter-connection of the organization provide the best opportunity to know of concerns and to share solutions.

Projected use of school improvement funds, including the amount allocated to each project

We have recommended the use of Funds to include but not be limited to additional counseling hours for our high school counselors during the summer. This will provide students and parents with the needed academic counseling for the purpose of Virtual School learning options, Dual Enrollment and other academic issues that require additional one to one counseling with the student's goals of graduation and post high school employment or education.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Invitations to all parents in order to provide an open forum to all parents. Parents of under represented groups are personally invited to the meetings and are provided assistance which may include transportation and or other services that may keep them from the ability to fully participate. The SAC is operational by being a voice for the school and having both translators and interpreters available as needed makes it possible to include all parents and community members.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Gerald Demming

Principal

Years as Administrator: 25

Years at Current School: 11

Credentials

B.S. and M.S Math (5-9) MG endorsement
 PE (K-8)
 PE (6-12)
 School Principal

Performance Record

Led school improvement efforts resulting in Riverdale HS increasing in percentage of subgroups meeting AMO's, school grade improving from C, percentage of students making learning gains consistently and number of students graduating on time.

Edward Mathews

Asst Principal

Years as Administrator: 2

Years at Current School: 5

Credentials

B.S. Florida Atlantic Univ.;
 M.S. Nova Southeastern Univ; Social Studies (6-12)
 Ed Leadership

Performance Record

Led school improvement efforts resulting in Riverdale HS increasing in percentage of subgroups meeting AYP, school grade improving from C, percentage of students making learning gains consistently and number of students graduating on time.

Paul Kirk

Asst Principal

Years as Administrator: 21

Years at Current School: 1

Credentials

B.A. K-12 Education San Diego State University
 M.ED. Educational Leadership University of LaVerne
 Ed.D. Educational Leadership University of Sarasota

Performance Record

Led schools in California, Florida (St. Johns County) West Virginia and Nevada making gains in student achievement. Developed achieving schools through narrowing the learning gaps by increasing student gains in all student sub-groups and improving the lowest 25% learning gains.

Laura Stanford		
Asst Principal	Years as Administrator: 1	Years at Current School: 0
Credentials	Bachelor's degree in English Literature Master's degree in Educational Leadership Certified in English 6-12 & Educational Leadership K-12	
Performance Record	Led school improvement efforts resulting in Fort Myers HS increasing in percentage of subgroups meeting AYP, school grade improving percentage of students making learning gains consistently and number of students graduating on time.	

James Leothem		
Asst Principal	Years as Administrator: 9	Years at Current School: 19
Credentials	B.S./M.S./ Technology Ed (6-12), School Principal	
Performance Record	Led school improvement efforts resulting in Riverdale HS increasing in percentage of subgroups meeting amo's, school grade improving from C, percentage of students making learning gains consistently and number of students graduating on time.	

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Sally Roszell		
Full-time / District-based	Years as Coach: 8	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	B.S./Middle Grades , ESOL, Reading	
Performance Record	Led school wide reading and writing strategy development resulting in increased learning gains and Annual Measurable Objective improvement.	

Classroom Teachers

of classroom teachers
101

receiving effective rating or higher
101, 100%

Highly Qualified Teachers

98%

certified in-field

101, 100%

ESOL endorsed

20, 20%

reading endorsed

10, 10%

with advanced degrees

21, 21%

National Board Certified

2, 2%

first-year teachers

9, 9%

with 1-5 years of experience

42, 42%

with 6-14 years of experience

39, 39%

with 15 or more years of experience

18, 18%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The school district and school uses the process of online advertising, which is available world-wide, accessing instructional staff also through recruitment with the Great Florida Teach-In and university invitation. The school has a great reputation and as possible we also hire teachers from our local student-teachers who have successfully completed the requirements for certification and are recommended by the instructional personnel.

As part of the retention process, teachers and families are invited to become part of the district in a variety of ways. This include physical fitness, wellness opportunites and a sick leave bank for the purposes of extended illness that employees and or families may face. Riverdale High School extends itself to not only the school employees but also to the community which provides a support to families which in turn provides an true culture of family first and that the school is part of the family.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Research indicates a School-Based Induction Program is important and has a positive impact on all aspects of a school. New teachers indicate that the strongest determining factor for staying in the profession is the support and sense of community they experience at their school. Beginning teachers are part of the county-wide program referred to as Accomplished Professional Practices in Lee County Schools (A.P.P.L.E.S.). Teachers are selected to mentor on the basis of the following processes:

1. Clinical Education Training
2. Years of experience
3. Degree of experience
4. Principal recommendation.

The following should be included in your School-Based Induction Program:

School Handbook and Student Code of Conduct

Training

Survival Skills

School tour

Meet key personnel

School Culture/Demographics

Resources

Behavior/Classroom Management Process

School Handbook

Vision

Organizational Profile

Acronyms

Special Programs

Curriculum

Student

Technology

Pinnacle

Progress Reports

District Websites

ONCOURSE PLANNER

Assessments – Teacher

Summative Observations

Formative Observations

IPDP/Performance Appraisal

Assessments – Student

District

School

Teacher

Support

Team Meetings

Grade Level Meetings
 Department Meetings
 Teacher Leader

Providing new teachers with the new teacher program of Accomplished Professional Practices for Lee County Schools (A.P.P.L.E.S.) has provided a structure that includes the general categories listed above. We meet quarterly on a one-to-one basis and quarterly as a group to share concerns, solutions, and explicit understanding of the teacher's responsibilities.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership team at Riverdale High School meets on a quarterly and as-needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are listed in section I. D. 2 of this document.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Teachers • Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, FCAT, End of Course Exams, CCE, ACT, SAT and any other standardized test scores, work samples, anecdotal
 • Attend MTSS Team meetings to collaborate on & monitor students who are struggling • Implement interventions designed by MTSS Team for students in Tier 2 & 3 • Deliver instructional interventions with fidelity

Reading Coach • Attend MTSS Team meetings • Train teachers in interventions, progress monitoring, differentiated instruction • Implement Tier 2 & 3 interventions • Keep progress monitoring notes & anecdotes of interventions implemented • Administer screenings • Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist • Attend MTSS Team meetings for some Tier 2 & Tier 3 students • Completes Communication Skills screening for students unsuccessful with Tier 2 interventions • Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact • Incorporate RtI/MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
 Principal/Assistant Principal • Facilitate implementation of MTSS in your building • Provide or coordinate valuable and continuous professional development • Attend MTSS Team meetings to be active in the MTSS change process • Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist • Often MTSS Team facilitators • Schedule and attend MTSS Team meetings • Maintain log of all students involved in the MTSS process • Send parent invites •

Complete necessary MTSS forms • Conduct social-developmental history interviews when requested
 School Psychologist • Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3 • Monitor data collection process for fidelity • Review & interpret progress monitoring data • Collaborate with MTSS Team on effective instruction & specific interventions • Incorporate RtI/MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teachers/Staffing Specialist • Consult with MTSS Team regarding Tier 3 interventions • Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD) • Consult with MTSS Team • Provide staff trainings

Social Worker • Attend MTSS Team meetings when requested • Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative • Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork • Conduct language screening and assessments

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Riverdale High School utilizes the district adopted data management system, Performance Matters and Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the RtI/ MTSS process for all students. The TIF Teachers along with local and county personnel provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs.

The TIF teachers who share experiences and leadership along with the MTSS Team is comprised of educators with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the MTSS process and research based practices to support the academic and behavioral needs of students.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 21,600

From September through May students are offered tutoring afterschool two days each week. Tutoring in mathematics and reading are provided by qualified teachers who provide support for students in areas of concern based upon either the FCAT Reading Assessment and or the End of Course Examination. The support also provides assistance with homework in the subjects of reading and or mathematics.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Results from instruction are measured and analyzed in a variety of ways:

1. Common Course Examination Data returns
2. Number of students participating in each of the areas (reading and mathematics).
3. Item analysis for individual teachers along with the groupings with include all sub-group populations.
4. FCAT Reading Retakes and and EOC Retake data is analyzed for gains and /or losses. Item analysis to determine what issues may be more challenging. Student learning improvement and belief in themselves indicate an exceptional improvement in student success.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal(s) for curriculum with the assistance from instructional staff. These results are shared with the instructional staff as a whole, the tutorial teachers and the classroom instructors. This provides the updated data to inform the instruction on a monthly basis.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sally Roszell	Reading Coach
Barbara Esno	TIF Teacher
April Ring	TIF Teacher
Kelli Sheridan	TIF Teacher
Laura Stanford	Assistant Principal
Joan Starr	TIF Teacher
Dawn Cioffoletti	Teacher - English
Anne Hester	Teacher- Social Studies
Colleen Kitson-Perrin	Teacher - World Languages
Vicki McWhorter	Teacher- Science
Eric Metzner	Teacher - Freshman Success
Sheree Richards	Teacher- Reading

Name	Title
Louetta Wilson	Teacher- Reading
Gerald Demming	Principal
Paul Kirk	Assistant Principal

How the school-based LLT functions

The LLT meets during a shared planning period weekly. The team identifies next steps towards meeting the goals and objectives within the School-Wide Plans for instruction. As steps are identified the team assigns responsibility for oversight which includes but is not limited to planning, training, implementation, program evaluation, and revisions as needed

Major initiatives of the LLT

1. Ensuring teachers review and evaluate data for the purpose of planning and implementing system goals and objectives.
2. The use and implementation of instructional methods that engage students during the 84 minute block of instruction.
3. Assistance for all teachers through TIF teachers providing the needed support for academic instruction in the focus on student achievement and student support.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each week teachers are provided the instructional goal for writing and reading across the curriculum . These goals and objectives are discussed monthly and /or weekly, as appropriate in both the School-wide Academic Planning PLC. With the goal of improvement and the outcome requiring full participation the following elements are parts of the plan:

1. Lesson plans are created with the posted goal elements for reading as a portion of the instructional focus.
2. Teachers post the objectives each week providing the students and reminding the teacher daily as to what the reading goal for the week is.
3. Administrators, during classroom visits and "Walk-Through" processes, are looking for: the posting of the objectives instruction demonstrating that it is being used, is using goal-driven instruction, and assessment of skills.
4. After each classroom walk-through teachers are provided immediate feedback both from the Walk-Through Process and a personal note from the administrator who conducted the walk-through review.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

From anthropology to physics and reading students are provided insight into the relationship between how the course they are in impacts the ability for career choices, opportunities on the career ladder and lifelong learning experiences that provide additional employability skills. Classes that include CTE training provide the student and teacher to explore the current and future occupations that will be possible and the transferable skills learned at the present time will create the next opportunity for learning, e.g. in classes that develop productivity skills such as MS Excel and Word students will understand functions and uses of data bases their relationship to charts and graphs that may be

embedded in documents that include programs such as MS PowerPoint, MS Word, and MS Excel. Those skills may lead the student to proficiency and later occupational opportunities in using the transferable skills in web-authoring and or other programs that are developed and used in a variety of occupations.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

In courses that are CTE based and or are occupational training which at this time includes Turf Management and Culinary Arts, students are provided insight in the types of classes needed to enhance the current course of study for the student; e.g. Turf Management includes everything from horticulture through golf-course maintenance and design for landscaping. Students are presented with the skills for the training and evaluated on the bases of completing specific tasks within the confines of the training.

Strategies for improving student readiness for the public postsecondary level

We are providing every student that has not scored well on the PERT assessment the opportunity to improve their score on the PERT test but also on tests such as ACT and or SAT. The courses of Reading C and English 4 College Prep have been tied together in order to improve the student's opportunity to score well enough on ACT/ SAT/ FCAT that the graduation requirement for students who struggle with reading will be assisted throughout the year to meet the needs of the student group and or individual students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	54%	No	64%
American Indian				
Asian	79%	69%	No	81%
Black/African American	45%	40%	No	51%
Hispanic	55%	48%	No	60%
White	63%	57%	No	66%
English language learners	23%	7%	No	30%
Students with disabilities	30%	19%	No	37%
Economically disadvantaged	54%	45%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	261	25%	32%
Students scoring at or above Achievement Level 4	296	29%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	675	65%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	260	57%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	46%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	29%	33%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	127	38%	45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	287	55%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		75%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	58%	Yes	54%
American Indian				
Asian				
Black/African American	43%		No	49%
Hispanic	48%		No	54%
White	48%		No	54%
English language learners				
Students with disabilities	32%		No	39%
Economically disadvantaged	48%		No	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	221	59%	63%
Students in lowest 25% making learning gains (EOC)	49	49%	54%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	111	19%	26%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	241	43%	54%
Students scoring at or above Achievement Level 4	92	16%	52%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	202	36%	78%
Students scoring at or above Achievement Level 4	190	34%	78%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		20%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	261	47%	89%
Students scoring at or above Achievement Level 4	138	25%	89%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		15
Participation in STEM-related experiences provided for students	25	2%	5%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	710	36%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	5%
Students taking CTE industry certification exams	800	41%	45%
Passing rate (%) for students who take CTE industry certification exams		85%	89%
CTE program concentrators	4	67%	67%
CTE teachers holding appropriate industry certifications	6	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	115	6%	5%
Students in ninth grade with one or more absences within the first 20 days	156	33%	29%
Students in ninth grade who fail two or more courses in any subject	27	5%	4%
Students with grade point average less than 2.0	170	9%	7%
Students who fail to progress on-time to tenth grade	96	17%	15%
Students who receive two or more behavior referrals	578	29%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	115	6%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	9	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	1556	79%	82%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	19	4%	3%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	12	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Riverdale High School has a variety of parental opportunities for participation. Our goals are to improve parent participation in the variety of organizations and knowledge of how the school provides the best possible academic environment possible. Our Goals for the following groups is either to increase participation in the element of the organization and or use of the variety of school communication processes.

Increase participation in our School Advisory Council through parent /student participation and increase the number of under represented ethnicities and sub-group populations.

Increase the number of individuals by 2% in the following groups/organizations:

Riverdale Raiders Football Boosters

Riverdale Raiders Wrestling Boosters

Riverdale High School Band Boosters

Increase the number of subscribers and to the following:

Riverdale Reads Twitter Account

Riverdale High School Website

Parent Link Contact and Announcement Systems

Each of the groups above perform a valuable service to the school through fund raising and active participation in the function of high school. The support provided increases the community involvement with Riverdale High School both current and former students and general community members who understand the commitment the educators have for the students and community it serves. Throughout the year the school advisory committee meets to make decisions about what we are doing, where we are going, how we get there and what our expectations are of the teachers, students and the community. The meetings provide us with information about our community and how we may best serve the student body and enrich the community with both the academic skills needed and the participation of students in the variety of activities from athletic, dance, music, academic input, and etc.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SAC	12	90%	93%
Booster Clubs	287	75%	89%
Social Media Network - Twitter	548	14%	28%
SAC Sub-Group Population increase	3	1%	5%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Students will routinely engage in explicit rigorous reading and writing skills across the curriculum to support all content areas, as detailed in the collaborative school-wide curriculum plan.

Goals Detail

G1. Students will routinely engage in explicit rigorous reading and writing skills across the curriculum to support all content areas, as detailed in the collaborative school-wide curriculum plan.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Teacher Incentive Fund (TIF) Teacher Leaders
- C-Palms
- Academic Plans
- Performance Matters Software
- Teacher Data Folders
- Professional Development
- OnCourse Lesson Planning Software and Website Software
- Remind101
- Parentlink
- School-wide Curriculum Plan
- APPLES Program
- Professional Learning Communities (PLC)
- SharePoint site

Targeted Barriers to Achieving the Goal

- Teacher Buy-In
- Proper Use and Analysis of Student Data
- Time for Professional Development
- Attendance (Student)

Plan to Monitor Progress Toward the Goal

Test Scores, grades, attendance, and discipline will be reviewed for the purpose of determining needed intervention.

Person or Persons Responsible

Teachers, TIF Teachers, and Administration

Target Dates or Schedule:

Every quarter test scores and grades will be reviewed to identify students at risk. Every quarter attendance will be reviewed. Every quarter student discipline will be reviewed. Every quarter student suspension will be reviewed.

Evidence of Completion:

Quarterly reports to Administration. Review of reports and behavioral intervention plans completed.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will routinely engage in explicit rigorous reading and writing skills across the curriculum to support all content areas, as detailed in the collaborative school-wide curriculum plan.

G1.B1 Teacher Buy-In

G1.B1.S1 Awareness

Action Step 1

Development of content area guides.

Person or Persons Responsible

TIF Teachers

Target Dates or Schedule

August 1 - August 31

Evidence of Completion

Documents in teachers' data folders.

Facilitator:

TIF Teachers

Participants:

Teachers

Action Step 2

Pull and collate data for each teacher with test scores from FCAT and EOC scores.

Person or Persons Responsible

TIF Teachers

Target Dates or Schedule

August 1 - August 31

Evidence of Completion

Documents in teachers' data folders

Facilitator:

TIF Teachers

Participants:

Teachers

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

Content Guides Data Folders

Person or Persons Responsible

Administration

Target Dates or Schedule

Due Date for printing September 2, 2013

Evidence of Completion

Documents with content guides on Sharepoint. Documents with Data TIF Teachers

Plan to Monitor Effectiveness of G1.B1.S1

Additional requests for training. PLC meeting notes. Transition in pursuit of additional opportunities for training.

Person or Persons Responsible

Administration

Target Dates or Schedule

After introduction of process, procedure, software. Increased questions and training.

Evidence of Completion

PLC meeting notes posted on Sharepoint.

G1.B1.S2 Support

Action Step 1

Training for CCSS. Training in the uses and application of Kagan Structures and CRISS Strategies, questioning and discussion processes.

Person or Persons Responsible

TIF and County Specialists

Target Dates or Schedule

Throughout the year teachers will have needs for changes in instructional requirements and training to support the transitions. Check points will be quarterly.

Evidence of Completion

PLC Documentation; Calendared Meeting Dates and Times; Upward movement in test scores; Learning Gains on State Assessments

Facilitator:

TIF Teachers and Administration

Participants:

All teachers are expected to participate in PLCs through their departments.

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

Teacher response to new instructional methods; Review of Data; Completion of lesson plans; Use of curriculum plan as created at Riverdale High School

Person or Persons Responsible

Administration

Target Dates or Schedule

Upon providing Teachers with support administrators will observe and evaluate the process.

Evidence of Completion

Classroom Walk-Throughs; Lesson Plans; Improved Student Scores on CCE's and Assessments; Data requests for additional information; PLC participation by department.

Plan to Monitor Effectiveness of G1.B1.S2

Using data to guide instruction.

Person or Persons Responsible

TIF teachers and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and Student performance,

G1.B1.S3 Teacher Input

Action Step 1

Recommendations for changes; Submission of Student samples; Group review process in PLC by Department; Requests for additional training; Brain Storming

Person or Persons Responsible

Teachers, TIF Teachers, and Administration

Target Dates or Schedule

After presentation of new concepts and /or processes for use in classroom instruction and /or software such as "Remind 101", "OnCourse", Schoolwide Curriculum Plan Links on SharePoint.

Evidence of Completion

PLC Logs; Change in attitude towards processes and or software; Student samples

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Three student samples. Completed Lesson Plans through ONCOURSE. Teacher involvement with planning and revisions.

Person or Persons Responsible

Administration and TIF Teachers

Target Dates or Schedule

Weekly following instruction in processes and procedures.

Evidence of Completion

Student samples, lesson plans, and teacher input through PLC documented

Plan to Monitor Effectiveness of G1.B1.S3

Transitions to new and or different processes for: instruction, procedures, software, and processes.

Person or Persons Responsible

TIF Teachers Administration

Target Dates or Schedule

After each training and /or introduction of materials within one week followed by semester review of processes and procedures.

Evidence of Completion

Transition to incorporate the new means and methods: Completion of input process requests. Demonstration of skills during walk-throughs; Material handling; Procedural transitions; Process transitions.

G1.B4 Proper Use and Analysis of Student Data

G1.B4.S1 Provide the data to teachers

Action Step 1

Data from Performance Matters will be provided to teachers. Teachers will elect to collect data on each student.

Person or Persons Responsible

TIF Teachers and Teachers

Target Dates or Schedule

As requested by teachers Transitions in classes creating additional need. Monthly / Quarterly for teachers and after major assessment including CCE and End of Course Examinations

Evidence of Completion

Data folders will be provided to teachers as appropriate based upon monthly/quarterly needs. Use of Data

Facilitator:

TIF Teachers

Participants:

Teacher Administration

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Discuss issues and projects currently underway and or are planned.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly and semester meetings with TIF Teachers

Evidence of Completion

Meeting Appointments. Data discussed. Plans shared and /or are developed.

Plan to Monitor Effectiveness of G1.B4.S1

Evaluating student learning to the purpose of guiding instruction, targeting remediation/exceleration strategies as evidenced in the data.

Person or Persons Responsible

TIF Teachers and Administration

Target Dates or Schedule

After assessments and at the completion of the grading periods.

Evidence of Completion

Lesson Plans demonstrate greater use of data. Increased student learning. Increased use of data by teachers.

G1.B4.S2 Professional Development

Action Step 1

Instruct teachers on how to read and interpret both soft and hard data. Plan to imbed supports for small groups and indivi individual student needs as well as differentiate for all student achievement levels.

Person or Persons Responsible

TIF Teachers

Target Dates or Schedule

Monthly during department meetings and at the PLC's on Thursdays.

Evidence of Completion

Calendar of meetings. Lesson plans with specific actions for differentiate. Administrative observation during walk-through processes.

Facilitator:

TIF Teachers

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Lesson plan implementation. Differentiate in instruction for all students. Revision and implementation of lesson plans as indicated based upon current data points.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and more often as appropriate classroom walk-throughs will indicate teacher instructional fidelity.

Evidence of Completion

OnCourse Lesson Plans, Walk-Throughs, Teacher Evaluation Documentation, and Test Scores

Plan to Monitor Effectiveness of G1.B4.S2

Evaluate student learning needs based upon testing data. Evaluating student needs based upon process errors identified in item analysis.

Person or Persons Responsible

TIF teachers Administration

Target Dates or Schedule

Upon completion of assessments and at the end of the grading periods.

Evidence of Completion

Lesson Plans Increased student academic success.

G1.B4.S3 Support from Teacher Incentive Fund (TIF) Teacher Leaders

Action Step 1

Each department and/ or teacher will meet to review data, interpret data and establish action plans for instructional objectives and strategies for instruction.

Person or Persons Responsible

TIF Teachers

Target Dates or Schedule

Throughout the school year, TIF Teachers, assigned school departments and/ or individual members of departments will meet.

Evidence of Completion

Record of meeting(s); Student performance data; Instructional plans and strategies.

Facilitator:

TIF Teachers and department members

Participants:

TIF Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Review lesson plans for differentiate. Observe instruction. PLC discussions

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and quarterly.

Evidence of Completion

Lesson plans; Teacher walk throughs; PLC meeting notes.

Plan to Monitor Effectiveness of G1.B4.S3

Data usage during instruction; Discussion during PLC; Change in understanding of data and uses to inform instruction; Student data meetings as appropriate.

Person or Persons Responsible

Administration

Target Dates or Schedule

During walk-through process; During evaluation processes; During instructional day.

Evidence of Completion

Calendar of events; Lesson Planning; Data in Lesson plans; Differentiation from data; Walk-through Process.

G1.B7 Time for Professional Development

G1.B7.S1 Creating a flexible schedule to allow for PLC Meeting one of more times a month.

Action Step 1

Provide teachers with PLC time to best implement the school's goal.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - May 2013

Evidence of Completion

Flexible schedule. PLC Meetings and attendance.

Facilitator:

Administration

Participants:

Instructional staff attend meetings.

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Meeting Notes posted on SharePoint.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Meetings agendas and notes posted.

Plan to Monitor Effectiveness of G1.B7.S1

Review meeting notes for input and attendance.

Person or Persons Responsible

Administration

Target Dates or Schedule

PLC weekly meetings.

Evidence of Completion

PLC meeting notes.

G1.B11 Attendance (Student)

G1.B11.S1 Rewarding Perfect and Improved Attendance.

Action Step 1

Contact, Counsel, Communicate Concern

Person or Persons Responsible

Administration

Target Dates or Schedule

Attendance issues arise

Evidence of Completion

School-wide attendance reports

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Student attendance; Student contact log.

Person or Persons Responsible

Teacher; Administration.

Target Dates or Schedule

Daily Teachers; Monthly Administration.

Evidence of Completion

Completion call noted in contact log.

Plan to Monitor Effectiveness of G1.B11.S1

Provide students with incentives.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Improved and perfect attendance

G1.B11.S2 Phone calls to absent students (daily).

Action Step 1

Phone contact log completed

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Teachers Daily Administration Monthly

Evidence of Completion

Improved attendance; Improved grades; Contact Log completed

Plan to Monitor Fidelity of Implementation of G1.B11.S2

Check contact logs and Attendance Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Contact Logs completed; Attendance Data showing student attendance improving; Student grades improving.

Plan to Monitor Effectiveness of G1.B11.S2

Pinnacle phone log

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Completion of log reports

G1.B11.S3 Counsel students on attendance.

Action Step 1

From monitored reports the appropriate personnel will be tasked with meeting and counseling with student and or employee. Developing student and staff created strategies to improve student attendance. Providing tutoring services to students after school in order to give students needed skills for success and ability to pass Math End of Course Exams and FCAT Reading

Person or Persons Responsible

Guidance counselors, administration, and others as appropriate.

Target Dates or Schedule

As individuals are identified as having excessive absences based upon data. Excessive absences shall be considered more than seven (7) days per semester. Students who are not succeeding academically due to absences and or academic needs.

Evidence of Completion

Reports from data, teacher and counseling meetings, and improvement in attendance.

Plan to Monitor Fidelity of Implementation of G1.B11.S3

Log book kept on Pinnacle Gradebook of parent contact and or messages left.

Person or Persons Responsible

Teacher Administration

Target Dates or Schedule

Daily for teachers Monthly for Administration

Evidence of Completion

Contact Log

Plan to Monitor Effectiveness of G1.B11.S3

Attendance reviewed for social worker referral; Discipline reviewed for parent and school intervention; Academics reviewed both assessments and grades; Lesson Plan implementation reviewed for rigor; Walk-Through process for needs within the classroom.

Person or Persons Responsible

Teacher Counselor TIF Teachers Administration

Target Dates or Schedule

Teachers- Weekly Counselor - Bi-Weekly (Attendance/Discipline) TIF Teachers Monthly Administration at each Quarter

Evidence of Completion

Attendance Review Document Discipline Review Documentation Student/Teacher Lesson Plans Weekly Reviewed Report to Administration Walk-through Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Riverdale High School has limited discretionary funding from Grants. SAI Funding to lower class size for the purpose of remediation. SAC Funds will be used for afterschool tutoring which will be blended with available School Advisory Council funds.

Title II Funds along with School Advisory Council Funds will be used to provide training for teachers who need training for:

Instructional Delivery

Instructional Improvement

Advanced Placement Course Training

International Baccalaurette Training.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Students will routinely engage in explicit rigorous reading and writing skills across the curriculum to support all content areas, as detailed in the collaborative school-wide curriculum plan.

G1.B1 Teacher Buy-In

G1.B1.S1 Awareness

PD Opportunity 1

Development of content area guides.

Facilitator

TIF Teachers

Participants

Teachers

Target Dates or Schedule

August 1 - August 31

Evidence of Completion

Documents in teachers' data folders.

PD Opportunity 2

Pull and collate data for each teacher with test scores from FCAT and EOC scores.

Facilitator

TIF Teachers

Participants

Teachers

Target Dates or Schedule

August 1 - August 31

Evidence of Completion

Documents in teachers' data folders

G1.B1.S2 Support

PD Opportunity 1

Training for CCSS. Training in the uses and application of Kagan Structures and CRISS Strategies, questioning and discussion processes.

Facilitator

TIF Teachers and Administration

Participants

All teachers are expected to participate in PLCs through their departments.

Target Dates or Schedule

Throughout the year teachers will have needs for changes in instructional requirements and training to support the transitions. Check points will be quarterly.

Evidence of Completion

PLC Documentation; Calendared Meeting Dates and Times; Upward movement in test scores; Learning Gains on State Assessments

G1.B4 Proper Use and Analysis of Student Data

G1.B4.S1 Provide the data to teachers

PD Opportunity 1

Data from Performance Matters will be provided to teachers. Teachers will elect to collect data on each student.

Facilitator

TIF Teachers

Participants

Teacher Administration

Target Dates or Schedule

As requested by teachers Transitions in classes creating additional need. Monthly / Quarterly for teachers and after major assessment including CCE and End of Course Examinations

Evidence of Completion

Data folders will be provided to teachers as appropriate based upon monthly/quarterly needs. Use of Data

G1.B4.S2 Professional Development

PD Opportunity 1

Instruct teachers on how to read and interpret both soft and hard data. Plan to imbed supports for small groups and indivi individual student needs as well as differentiate for all student achievement levels.

Facilitator

TIF Teachers

Participants

Teachers

Target Dates or Schedule

Monthly during department meetings and at the PLC's on Thursdays.

Evidence of Completion

Calendar of meetings. Lesson plans with specific actions for differentiate. Administrative observation during walk-through processes.

G1.B4.S3 Support from Teacher Incentive Fund (TIF) Teacher Leaders

PD Opportunity 1

Each department and/ or teacher will meet to review data, interpret data and establish action plans for instructional objectives and strategies for instruction.

Facilitator

TIF Teachers and department members

Participants

TIF Teachers

Target Dates or Schedule

Throughout the school year, TIF Teachers, assigned school departments and/ or individual members of departments will meet.

Evidence of Completion

Record of meeting(s); Student performance data; Instructional plans and strategies.

G1.B7 Time for Professional Development

G1.B7.S1 Creating a flexible schedule to allow for PLC Meeting one of more times a month.

PD Opportunity 1

Provide teachers with PLC time to best implement the school's goal.

Facilitator

Administration

Participants

Instructional staff attend meetings.

Target Dates or Schedule

August 2013 - May 2013

Evidence of Completion

Flexible schedule. PLC Meetings and attendance.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students will routinely engage in explicit rigorous reading and writing skills across the curriculum to support all content areas, as detailed in the collaborative school-wide curriculum plan.	\$14,000
Total		\$14,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Professional Development	Total
School Advisory Council	\$1,500	\$0	\$0	\$1,500
SAC Funds	\$0	\$5,000	\$0	\$5,000
Title II.	\$0	\$0	\$7,500	\$7,500
Total	\$1,500	\$5,000	\$7,500	\$14,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Students will routinely engage in explicit rigorous reading and writing skills across the curriculum to support all content areas, as detailed in the collaborative school-wide curriculum plan.

G1.B1 Teacher Buy-In

G1.B1.S2 Support

Action Step 1

Training for CCSS. Training in the uses and application of Kagan Structures and CRISS Strategies, questioning and discussion processes.

Resource Type

Professional Development

Resource

Training funds for teacher professional development and or school professional development.

Funding Source

Title II.

Amount Needed

\$7,500

G1.B11 Attendance (Student)

G1.B11.S1 Rewarding Perfect and Improved Attendance.

Action Step 1

Contact, Counsel, Communicate Concern

Resource Type

Evidence-Based Program

Resource

Funding for the purpose of Incentive Funding for Perfect or improved attendance

Funding Source

School Advisory Council

Amount Needed

\$1,500

G1.B11.S3 Counsel students on attendance.

Action Step 1

From monitored reports the appropriate personnel will be tasked with meeting and counseling with student and or employee. Developing student and staff created strategies to improve student attendance. Providing tutoring services to students after school in order to give students needed skills for success and ability to pass Math End of Course Exams and FCAT Reading

Resource Type

Personnel

Resource

Tutoring services to meet the needs for students in mathematics and reading.

Funding Source

SAC Funds

Amount Needed

\$5,000