2013-2014 SCHOOL IMPROVEMENT PLAN

Riverview High School
1 RAM WAY
Sarasota, FL 34231
941-923-1484
www.sarasotacountyschools.net/rhs

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	36%

Alternative/ESE Center	Charter School	Minority Rate
No	No	31%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	B	A	B	B

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.

Table of Contents

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
Riverview High School

Principal
Linda Nook

School Advisory Council chair
Melissa Vagn

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

Name	Title
Linda Nook	Principal
Glenn Wachter	Asst Principal
Erin Del Castillo	Asst Principal
Paul Gallgher	Asst Principal
Melanie Dunham	Asst Principal
Cary Willgren	Asst Principal

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

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

The Riverview High School Advisory Council includes the school principal and an appropriately balanced number of teachers, education support employees, students (Elementary students are not required, but strongly encouraged.), parents, and business and community representatives. Membership shall be representative of the ethnic, racial and economic community served by the school, including students. The SAC shall consist of no less than 15 members and no more than 35 members. The membership shall be comprised, at a minimum, of the following: teachers (2), support employees (1), students (at least two from each grade level), parents (6), and business/community/foundation members (1). The majority of the Sac will be "non school employees or staff".
Selection of Members:
Teachers, education support employees, students, and parents shall be elected by their respective peer groups in a fair and equitable manner as set forth in these guidelines: Teachers, guidance counselors,

and support personnel may be selected by Principal Linda Nook. Students shall be nominated and elected by the Student Council. Students expressing an interest may also be selected by teachers and or the principal. The members of the school Advisory council will make sure that there is a fair composition of racial, Ell's, ESE, and, also including the Teen Parent Program of Riverview, reflective of the school's population. Parents showing interest and support shall be asked to join and SAC membership is open to all parents who are able to be consistent with attendance. Business and community members shall be selected by the Principal with review by the members of the School Advisory Council.

Involvement of the SAC in the development of the SIP

The School Advisory Council reviews the results of any needs or assessments conducted at school., assist in the development of the School Improvement Plan and provide recommendations on specific components of the plan; such as: goals for the school, indicators of student progression, strategies and evaluation procedures to measure student performances. The School Advisory Council of Riverview High School shall be the final decision making body at this school relating to school improvement. They define school goals and targets and for overall school improvement with the School Board They report progress, in meeting the goals of the School Improvement Plan. The SAC monitors students' and school's progress in attaining goals, per, the School Improvement Plan, and evaluate the appropriateness of the indicators of the student progress, strategies and evaluation procedures which are selected, to measure student performance. They prepare the distribution to the public, to report the status of implementing, the School Improvement Plan, the performance of students' and educational programs and progress in accomplishing the school's goals. The SAC provides input on the school's budget and the use of School Improvement funds to assist with the preparation of the school budget.. Both the school annual budget and School Improvement budgets are approved by SAC. They make recommendations on the waiver of the School Board policy/Rules, which will allow school personnel to establish innovative practices and methods and act as a liaison between the school and the community.

Activities of the SAC for the upcoming school year

SAC will support activities to support school improvement targets. They will approve programs and funding to support School Improvement Plan, Literacy Leadership Team Plan initiatives, and Common Core State Standards implementation. Evaluation of the School Improvement Plan will be based on school wide data disaggregated by programs and students groups. These will include the following and others based on the ongoing evaluation by SAC for additional options.
Reading materials & teacher resources to support school wide literacy strategies
? End of Course exams
? Common Core Curriculum Standards
? Text Complexity across the curriculum
School Literacy Projects
? Class sets of selected books
? Teacher copies
? Special Author presentations
Professional development programs (registrations, substitutes, materials, & resources.)
? Florida Reading Association Conference
? Common Core State Standards Training (English/Language Arts & Math)
? Literacy Leadership training
Peer Mentoring Program for At Risk Students
? Weekly peer mentoring for 9th grade students
? Screening & traning of mentors
? Data monitoring of the program
Literacy Leadership Team Initiatives Focused on Common Core State Standards
"Snacks for Strats":
1. Teaching Common Core with Lesson Plans
2. Disciplinary Literacy & Online Resources (utilize specific content Common Core books for Book

Study)
3. Writing Every Day, Every Class (utilize Argument Writing as Book Study)
4. Speaking/Listening with Knowledge and Ideas (e.g. IB orals)
5. LEARN Blackboard 2
Literacy Week events and materials
Author Visits
Literacy Posters

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

No School Improvement funds were allocated for the 2012-13 or 2013-14 by the state. However, available carry forward dollars, general funds and grants will be used to fund the following:
USA Test Prep for Reading & Math- $500.
RAMP It Up! After School Math Tutoring - $2000. (Riverview High School Foundation)
Peer Mentoring Program - $5000.
ACT/SAT Prep Program - $3000.
Professional Development - $ 5000.
Instructional Materials - $2000.

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

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
6

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

Administrator Information:

Linda Nook		
Principal	Years as Administrator: 29	Years at Current School: 13

Credentials

BA- English Education, University of Wisconsin;
Master of Science- Educational Leadership, California State University
Principal Certification- State of Florida

Performance Record

Principal of Riverview High School
2012-2013: Grade pending
Reading Proficiency Grade 9-10: 76%; Math (Algebra I) Proficiency for Grades 9-10: Math (Geometry) Proficiency for Grades 9-10: 80%; Biology Grade 9-10 Proficiency: 81%; US History Grades 10-11: 41% Upper-third/32% Middle-third.
Learning gains were as such in the following areas: Reading 72% (62% in bottom quartile), Writing 72%, Math 75% (56% in the bottom quartile), Science 42%.
Annual Measurable objectives were met in Reading, but not in Math.
2011-2012: Grade: A
Reading Proficiency for Grade 10: 67%; Math Proficiency for Grades 9-10: 66%.
2010-2011: Grade:B Reading Proficiency for grades 9-10: 63% and 54% made learning gains; Math Proficiency for grade 9-10: 86% & 75% made learning gains;
Writing Proficiency- 83%; Science Proficiency: 56%.
AYP = 82%, 59% of total students made AYP in Reading & 83% in Math. No subgroup made AYP in reading and Economically Disadvantaged students did not make AYP in Math.
2009-2010: Grade: B, Reading Proficiency: 59% and 59& made learning gains; Math Proficiency for grade 9-10: 80%; Writing
Proficiency- 94%; Science Mastery: 40%. AYP = 72%, 81% of total students & 87% of white students made AYP .Black, Hispanic, ELL and SWD did not make AYP in reading or math.
2008-2009:Grade: B
Reading Mastery:58%; Math Mastery: 86%; Writing Mastery 90 %;
Science Mastery: 48%. AYP: 77%, Hispanic, ELL and SWD did not make AYP in reading & math. Black did not make AYP in math.\
2007-2008: Grade: A
Reading Mastery 64%, Math Mastery 85%; Writing Mastery 84%; Science Mastery 59%; AYP 90 %; White, Black made AYP in reading. Only SWD did not make AYP in math.

Cary Willgren		
Asst Principal	Years as Administrator: 23	Years at Current School: 0

Credentials	BA - Education (Mathematics and Phys Educ) - The University of Akron MA - Administration and Supervision - Baldwin-Wallace College Administrative and Teaching Certificate - State of Florida
Performance Record	Riverview HS - Assistant Principal 2013-2014 First year in Florida schools.

Glenn Wachter		
Asst Principal	Years as Administrator: 13	Years at Current School: 3

Credentials	Bachelor of Science in Education from Slippery Rock University, Master of Education from University of South Florida. Certificates = General Science 5-9, School Principal all levels
Performance Record	Assistant Principal of Riverview High School 2012-2013: Grade pending Reading Proficiency Grade 9-10: 76%; Math (Algebra I) Proficiency for Grades 9-10: Math (Geometry) Proficiency for Grades 9-10: 80%; Biology Grade 9-10 Proficiency: 81%; US History Grades 10-11: 41% Upper-third/32% Middle-third. Learning gains were as such in the following areas: Reading 72% (62% in bottom quartile), Writing 72%, Math 75% (56% in the bottom quartile), Science 42%. Annual Measurable objectives were met in Reading, but not in Math. 2011-2012: Grade: A Reading Proficiency for Grade 10: 67%; Math Proficiency for Grades 9-10: 66%. Assistant Principal at Sarasota Middle School 2010-2011 Assistant Principal at Booker Middle School 2004-2010; Assistant Principal at Sara Scott Harllee Middle 2001-2004.

Paul Gallagher		
Asst Principal	Years as Administrator: 33	Years at Current School: 17

Credentials	A.B. - English, Stonehill College; Masters of Education in Secondary Ed., Boston State College; Ed. Doctorate, Leadership & Administration,Northeastern University
Performance Record	Assistant Principal of Riverview High School 2012-2013: Grade pending Reading Proficiency Grade 9-10: 76%; Math (Algebra I) Proficiency for Grades 9-10: Math (Geometry) Proficiency for Grades 9-10: 80%; Biology Grade 9-10 Proficiency: 81%; US History Grades 10-11: 41% Upper-third/32% Middle-third. Learning gains were as such in the following areas: Reading 72% (62% in bottom quartile), Writing 72%, Math 75% (56% in the bottom quartile), Science 42%. Annual Measurable objectives were met in Reading, but not in Math. 2011-2012: Grade: A Reading Proficiency for Grade 10: 67%; Math Proficiency for Grades 9-10: 66%. 2010-2011: Grade:B Reading Proficiency for grades 9-10: 63% and 54% made learning gains; Math Proficiency for grade 9-10: 86% & 75% made learning gains; Writing Proficiency- 83%; Science Proficiency: 56%. AYP = 82%, 59% of total students made AYP in Reading & 83% in Math. No subgroup made AYP in reading and Economically Disadvantaged students did not make AYP in Math. 2009-2010: Grade: B, Reading Proficiency: 59% and 59& made learning gains; Math Proficiency for grade 9-10: 80%; Writing Proficiency- 94%; Science Mastery: 40%. AYP = 72%, 81% of total students & 87% of white students made AYP .Black, Hispanic, ELL and SWD did not make AYP in reading or math. 2008-2009:Grade: B Reading Mastery:58%; Math Mastery: 86%; Writing Mastery 90 %; Science Mastery: 48%. AYP: 77%, Hispanic, ELL and SWD did not make AYP in reading & math. Black did not make AYP in math.\ 2007-2008: Grade: A Reading Mastery 64%, Math Mastery 85%; Writing Mastery 84%; Science Mastery 59%; AYP 90 %; White, Black made AYP in reading. Only SWD did not make AYP in math.

Melanie Dunham		
Asst Principal	Years as Administrator: 12	Years at Current School: 9

Credentials	B.A. – Physical Education, John Carroll University; Masters of Education, Kent State; Ed. Specialist Educational Leadership & Administration, National Louis University
Performance Record	Assistant Principal of Riverview High School 2012-2013 Grade Pending Reading Proficiency Grade 9-10: 76%; Math (Algebra I) Proficiency for Grades 9-10: Math (Geometry) Proficiency for Grades 9-10: 80%; Biology Grade 9-10 Proficiency: 81%; US History Grades 10-11: 41% Upper-third/32% Middle-third. Learning gains were as such in the following areas: Reading 72% (62% in bottom quartile), Writing 72%, Math 75% (56% in the bottom quartile), Science 42%. Annual Measurable objectives were met in Reading, but not in Math. 2011-2012: Grade: A 2010-2011: Grade:B Reading Proficiency for grades 9-10: 63% and 54% made learning gains; Math Proficiency for grade 9-10: 86% & 75% made learning gains; Writing Proficiency- 83%; Science Proficiency: 56%. AYP = 82%, 59% of total students made AYP in Reading & 83% in Math. No subgroup made AYP in reading and Economically Disadvantaged students did not make AYP in Math. 2009-2010: Grade: B, Reading Proficiency: 59% and 59& made learning gains; Math Proficiency for grade 9-10: 80%; Writing Proficiency- 94%; Science Mastery: 40%. AYP = 72%, 81% of total students & 87% of white students made AYP .Black, Hispanic, ELL and SWD did not make AYP in reading or math. 2008-2009:Grade: B, Reading Mastery:58%; Math Mastery: 86%; Writing Mastery 90 %; Science Mastery: 48%. AYP: 77%, Hispanic, ELL and SWD did not make AYP in reading& math. Black did not make AYP in math. 2007-2008: Grade: A, Reading Mastery 64%, Math Mastery 85%; Writing Mastery 84%; Science Mastery 59%; AYP 90 %; White, Black made AYP in reading.

Erin Del Castillo		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	B.A. - English & Communication Arts, College of Mount Saint Joseph; M.S. - Educational Leadership, University of West Florida Certified in: English 6-12, Elementary Education, Middle Grades Integrated, Reading Endorsement, ESOL Endorsement, Educational Leadership K-12
Performance Record	Assistant Principal of Riverview High School 2012-2013: Grade pending Reading Proficiency Grade 9-10: 76%; Math (Algebra I) Proficiency for Grades 9-10: Math (Geometry) Proficiency for Grades 9-10: 80%; Biology Grade 9-10 Proficiency: 81%; US History Grades 10-11: 41% Upper-third/32% Middle-third. Learning gains were as such in the following areas: Reading 72% (62% in bottom quartile), Writing 72%, Math 75% (56% in the bottom quartile), Science 42%. Annual Measurable objectives were met in Reading, but not in Math. 2011-2012: Grade: A Reading Proficiency for Grade 10: 67%; Math Proficiency for Grades 9-10: 66%. 2010-2011: Grade:B Reading Proficiency for grades 9-10: 63% and 54% made learning gains; Math Proficiency for grade 9-10: 86% & 75% made learning gains; Writing Proficiency- 83%; Science Proficiency: 56%. AYP = 82%, 59% of total students made AYP in Reading & 83% in Math. No subgroup made AYP in reading and Economically Disadvantaged students did not make AYP in Math.

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

140

 # receiving effective rating or higher
126, 90%

 # Highly Qualified Teachers
93%

 # certified in-field
130, 93%

 # ESOL endorsed
24, 17%

 # reading endorsed
12, 9%

 # with advanced degrees
115, 82%

 # National Board Certified
5, 4%

 # first-year teachers
16, 11%

 # with 1-5 years of experience
34, 24%

 # with 6-14 years of experience
32, 23%

 # with 15 or more years of experience
74, 53%

Education Paraprofessionals

# of paraprofessionals
36

 # Highly Qualified
32, 89%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
15

 # receiving effective rating or higher
15, 100%

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

Riverview High School maintains an outstanding reputation as an exception school and somewhere highly qualified teachers aspire to work. The principal actively recruits top notch teachers. Only

certified-infield-teachers are hired with preference given to teachers with advanced degrees and previous teaching experience. Teachers with multiple certifications are valued and selected whenever available. Riverview High School is fortunate to successfully recruit and retain teachers in all areas of critical shortage.

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

Sarasota County and Riverview High School recognize that teacher mentoring is an effective method of developing and retaining high quality classroom teachers. As a result, the Sarasota County provides a comprehensive mentoring program (S.C.I.P. - Sarasota Count Induction Program) which pairs beginning teachers and experienced teachers. This "teacher mentoring program " includes activities that consist of structured guidance and regular, ongoing support for beginning or "new to the district" teachers. Mentoring activities are designed to help teachers continue to improve their practice of teaching and develop their instructional skills. These activities are part of an ongoing induction process that involves the assistance of exemplary teachers and other appropriate individuals from a school, district, or institution of higher education and may include coaching, classroom observation, team teaching, and reduced teaching loads.
Administrators provide resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful. S.C.I.P. mentors receive financial compensation for monthly meetings and support to mentees.

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

Riverview High School utilizes direct measures of specific skills under a philopsophy of early intervention to support small group and individual student needs. A collaborative problem solving model is used to monitor the MTSS process, and multilple ongoing data points are examined in order to make decisions. In all cases we make us of a systems approach to problem solving with a focus on alterable variables and "how" solutions.

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

Accountablility for positive outcomes is a shared responsibility for all members of the leadership team. The individuals involved and the roles they play vary with the intensity of student need. Knowledge and skills determine an individual's role rather thatn professional title or assignment. Our team consists of Guidance Counselors, Teachers, Parents, Students, Liaisons, School Psyycologist, Social worker, Behavior Specialist, and Test Coordinator. From that team, those with the appropriate skill set are chosen based on the need of the student in that given situation.

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

Weekly CARE (Childern At Risk in Education) and SWST (School Wide Support Team) meetings give RTI team members a chance to communicate face to face. During these meetings progress updates are provided, new issues are addressed, and plans are created. Members of the RTI leadership team are well represented at both of the above committee meetings each week.

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

The Sarasota County School District maintains several data bases that are used for the purpose of progress monitoring and facilitative planning. A series of regular, focused, summative assessments provide the data that then goes into the data bases. Teachers are responsible for the facilitation and administration of the regular assessments and our support staff offers assistance with data interpretation as needed. All avenues and sources of data are examined prior to the RTI team making a recommendation, and then the data used to make this recommendation is tracked on a regular basis to determine the effectiveness of the plan.

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

Staff attend an initial training, once per year, related to RTI, MTSS and the concept of data-based problem solving. During those initial meetings, an overview of the programs as well as anything new or different from the previous year is discussed and staff questions are addressed. During the course of the year, members of the RTI leadership team update other staff during collaborative planning time, CARE team meeings, or informally through email and memo's. Parents are invited to participate in meetings and/or receive any of the data that is uesd by the team. The team will provide a written summary of the meeting for the parent, accompanied by a follow up phone call and/or parent teacher conference.

Literacy Leadership Team (LLT)

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

Name	Title
Linda Nook	Principal
Erin del Castillo	Assistant Principal
Nina James	Reading Department Chair & Testing Coordinator
Diane Bassett	Science Teacher
Kim Belli	ESE Liaison
Carrie DeZutter	CTE & Executive Internship
Suzanne Johnson	Math Teacher
Becky Miles	English/Reading Teachers
Frank Ourednik	Social Studies Teacher
Dena Sturm	World Language Teacher

How the school-based LLT functions

The RHS LLT mission is to "create a literacy rich environment that can sustain the demands of the Common Core curriculum and maximize student achievement". They fuctions as an "advisory" team for school wide literacy initiatives and provides professional development and resources across all content areas. The team meetings monthly to design professional development, provides "Snacks for Strats"

sessions on literacy topics, model "best practice" for literacy instruction in their classrooms and provide leadership for Common Core State Standard implementation.

Major initiatives of the LLT

Major intitiatives are focused on implementation of Common Core State Standards. Professional development will include but are not limited to: Common Core Preassessments; Using Multiple Sources of Information to Increase Text Complexity; Text Based Discussions; Focus on Process, Not Just Content; Evidence Based from Text; and Argument NOT Persuasion. Schoolwide literacy projects include: "Rams Reads Week" , Liteacy Week celebration and Visiting Author event.

Every Teacher Contributes to Reading Instruction

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

Teachers at Riverview High School will be provided monthly training on various components of the Common Core in preparation for full implementation of the Common Core State Curriculum next year. This professional development will aid students in understanding content-based materials at a higher level. Teachers are also expected to complete training throughout the year that supports their Individual Professional Development Plans aligned with the PRIDE (Performance Appraisal Program). Teachers are also turning in weekly lesson plans to their designated administrator. In the plans, teachers indicate what reading/writing strategy they are using to assist students in accessing higher level text.
Our teachers are increasingly faced with the challenge of teaching students with a wide range of skill levels and need to know how to formulate lessons that encompass this range of needs. Differentiated Instruction training was offered to our 9th Grade Team teachers last year and we hope to expand this training over the course of the next four years to include all teachers at RHS to address this need.

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

Riverview High School offers extensive Career and Technical Education (CTE) courses or programs , Advanced Placement, International Baccalaureate, and Dual Enrollment opportunities as well as co enrollment programs with Sarasota County Technical Institute. Connections between the relevance of a subject and a student's future is integrated into all instructional programs. Academic courses are linked to applied and integrated courses focused on career options for students. The school's Career Technical courses, Executive Internships, and Sarasota County Technical directly connect high school subjects to post secondary options. In addition, academic sequences connect to two and four year college programs.

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

Students begin their academic and career planning in middle school when they complete " Career CHOICES" inventory to identify their initial career options. All freshmen to develop an electronic Four Year Academic and Career Education prior to arriving at high school. Students to select a course of study tailor made to their post secondary goals. The loss of the Career Advisory position requires School Counselors to provide additional support to students. Each student meets annually with their counselor to review individually courses of study and are continually modified based on needs, interest and career goals..

A College Reach Out Program (CROP) assists students with a guide in preparing for college through college visits and specialized programs to help them prepare for the application and interview process.

Strategies for improving student readiness for the public postsecondary level

Riverview High School's percentage of graduates completing a college prep curriculum, enrolled in an Algebra I course before 9th grade, in advanced level courses,and in a Florida post secondary instruction all exceeded the district and state levels. The school guidance counselors will continue to encourage students to take AP, IB, or DE classes through one on one course planning meetings prior to scheduling courses in the spring. Each junior and senior is scheduled to meet with a guidance counselor regarding their post secondary plans. Bright Futures and other scholarship information will be disseminated. Guidance staff will further encourage students to participate in the ACT, SAT, or PERT early in their junior year. Finally, articulation with middle school guidance and math teachers will occur to communicate benefits of students completing Algebra 1 while in middle school to allow students access to higher level math courses in high school. All juniors will be administeredthe PERT in Reading, Writing, and Math based on their 10th grade FCAT/EOC scores to determine college readiness. Students who do not meet cut scores on PERT will be placed in a readiness course during their senior year to reinforce skills necessary to be successful in entry-level courses in college in the areas of reading, writing, and math.

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	72%	74%	Yes	75%
American Indian				
Asian	82%	72%	No	84%
Black/African American	35%	33%	No	42%
Hispanic	63%	61%	No	66%
White	77%	81%	Yes	79%
English language learners	34%		No	41%
Students with disabilities	42%	31%	No	48%
Economically disadvantaged	53%	60%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	266	23%	24%
Students scoring at or above Achievement Level 4	605	51%	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	847	72%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	182	62%	66%

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)	47	73%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	42%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	32	50%	63%

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.	126	20%	18%

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	426	72%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	74%	71%	No	77%
American Indian				
Asian	83%	89%	Yes	85%
Black/African American	56%	32%	No	60%
Hispanic	75%	62%	No	78%
White	75%	77%	Yes	78%
English language learners	51%	61%	Yes	56%
Students with disabilities	45%	30%	No	51%
Economically disadvantaged	67%	56%	No	70%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		75%	77%
Students in lowest 25% making learning gains (EOC)		56%	60%

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.	136	22%	20%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	155	40%	42%
Students scoring at or above Achievement Level 4	70	18%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	25%	26%
Students scoring at or above Achievement Level 4	283	55%	56%

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]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	246	42%	47%
Students scoring at or above Achievement Level 4	224	38%	43%

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)	35		40
Participation in STEM-related experiences provided for students	811	31%	35%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	1075	41%	45%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		98%	98%
Students taking one or more advanced placement exams for STEM-related courses	253	11%	15%
CTE-STEM program concentrators	19		30
Students taking CTE-STEM industry certification exams	144	88%	90%
Passing rate (%) for students who take CTE-STEM industry certification exams		76%	80%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	804	31%	35%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	232	29%	35%
Completion rate (%) for CTE students enrolled in *accelerated* courses		94%	95%
Students taking CTE industry certification exams	144	88%	90%
Passing rate (%) for students who take CTE industry certification exams		67%	70%
CTE program concentrators	19	11%	16%
CTE teachers holding appropriate industry certifications	3	60%	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	567	23%	20%
Students in ninth grade with one or more absences within the first 20 days	117	18%	15%
Students in ninth grade who fail two or more courses in any subject	69	12%	10%
Students with grade point average less than 2.0	304	13%	10%
Students who fail to progress on-time to tenth grade	38	6%	6%
Students who receive two or more behavior referrals	222	9%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	236	9%	9%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	67	2%	2%
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)	537	78%	82%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	37	45%	49%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	546	73%	77%

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

Riverview parent involvement is very high resulting in earning the Golden School Award for the twenty fifth year indicating more than five thousand hours of documentation through the Partners Alliance Linking Schools Program. Attendance at annual open house is high with at least fifty percent of parents in attendance. There are many active parent support groups including the IB Parent Organization, RHS Foundation, and numerous booster clubs (music, athletics, JROTC) Student performance data is evidence that this positive involvement engages families in learning. Riverview's programs and special efforts to engage families are related to strong and consistent improvement in academics.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. By the year 2014, there will be a minimum of a three percentage point decrease in the number of students who miss 10 percent or more of available instructional time.

G2. By the year 2014, there will be a minimum of a three percentage point decrease in the number of 9th grade students with one or more absence within the first 20 days of school.

G3. By the year 2014, there will be a minimum of a two percentage points decrease in 9th grade students who fail two or more courses in any subject.

G4.

G5. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 50% are currently demonstrating 4.0 or higher on the FCAT writing essay.

G6. The 2014 STEM goal is to increase the number of students enrolling in STEM Career Academy courses by 10 % (175).

G7. By the year 2014, there will be a minimum of a one percentage point increase for Level 3 students taking the Geometry EOC Exam.

G8. By the year 2014, there will be a minimum of a two percentage point increase for Level 3 students on the Algebra I EOC Exam.

G9. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in Reading.

G10. By the year 2014, there will be a minimum of a one point increase for Level 4, 5 students taking the Geometry EOC Exam.

G11. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups in Reading, when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G12. By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3

G13. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain in Reading.

G14. By the year 2014, there will be a minimum of a two percentage point increase for Level 4,5 students on the Alg I EOC Exam.

G15. By the year 2014 there will be an increase in the number of students taking a CTE Industry Certification test by 10 % (226).

G16. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

Goals Detail

G1. By the year 2014, there will be a minimum of a three percentage point decrease in the number of students who miss 10 percent or more of available instructional time.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Guidance and Administrative Team will review attendance reports weekly to identify students who exhibit attendance problems. Students with patterns of absenteeism will be referred to the school Attendance Workers. Chronic attendance problems will be referred to the School Wide Support Team for additional interventions. The Teen Parent Program will have a full time Social Worker along with two Parent Advocates who are funded through a Childrens First grant.

Targeted Barriers to Achieving the Goal

- Riverview is the home for both the district's Teen Parent Program and the ESE Emotional Behavior Disorder Programs. These high risk programs traditional have very high absentee issues due to the challenges these students face. Economic factors have increased student responsibilities at home causing them to work late, take care of siblings or in some cases ill families members.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. By the year 2014, there will be a minimum of a three percentage point decrease in the number of 9th grade students with one or more absence within the first 20 days of school.

Targets Supported

Resources Available to Support the Goal

- Implementation a ninth grade transition program for all ninth grade students taught by teams of teachers

Targeted Barriers to Achieving the Goal

- Large number of ninth grade students (625) who have no after school transportation for tutoring or mentoring programs

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. By the year 2014, there will be a minimum of a two percentage points decrease in 9th grade students who fail two or more courses in any subject.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Tutorial and mentoring programs during the school day and after school within the ninth grade transition teams.

Targeted Barriers to Achieving the Goal

- Large number of ninth grade students (625) many of who do not have after school transportation for tutoring or mentoring programs on campus.

Plan to Monitor Progress Toward the Goal

Using the data collected through Step 7 and additional data decisions will be made is there is significant progress toward ninth grade course success. A variety of criteria will be used to to evaluate results and modify plans to address the results. Multiple measures will be used.

Person or Persons Responsible

Individual teachers will monitor progress of ninth grade students and report data to the Ninth Grade SLC Leader and Assistant Principal along with Counselors.

Target Dates or Schedule:

Mid quarter grades will be monitored to allow for intervention prior to the end of the quarter.

Evidence of Completion:

"Portfolios' for each student will be maintained including all data, participation, attendance and additional interventions. Quarterly the team will decide to continue, intensify, modify, or terminate strategies, revisit barriers, or modify the goal itself based on data.

G4.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 50% are currently demonstrating 4.0 or higher on the FCAT writing essay.

Targets Supported

- Writing

Resources Available to Support the Goal

- www.fldoe.org, Secondary Writing Council, Anchor Sets

Targeted Barriers to Achieving the Goal

- Students writing below proficiency level.

- Level of classroom implementation of best practice for teaching writing.

Plan to Monitor Progress Toward the Goal

By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 50% are currently demonstrating 4.0 or higher on the FAA writing essay.

Person or Persons Responsible
ELA 10th Grade Teachers and ELA Administrator

Target Dates or Schedule:
Yearly

Evidence of Completion:
FCAT Writes exam results will be broken down by teachers, subgroup, etc. to determine effectiveness of plan.

G6. The 2014 STEM goal is to increase the number of students enrolling in STEM Career Academy courses by 10 % (175).

Targets Supported
- CTE

Resources Available to Support the Goal
- We will revisit the application process and marketing materials. We will also recruit from our middle schools in the spring with empahsis on our STEM courses. The engineering club will host a "robotics night"including tours of the engineering labs and aqua dome. We will compete in the annual Student STEM summit. (2013 Champions). Certified teachers will continue professional development and certifications. Teachers will also attend the FACTE conference and district professional development including Common Core. Assistant principal is also working towards IB certificate candidacy.

- District wide professional development, FACTE conference, IB diploma option and certification, STEM summit particpation, collaboration, articulation with middle schools, common core professional development

Targeted Barriers to Achieving the Goal
- Cost of marketing materials and cost of non disctict supported professional develpoment and time involved with the IB authorization process. CTE depatrment chair and teachers will collaborate and design a detailed maketing plan and STEM/Robotics night and Aqua Dome tours for incoming students and current students. These events will take time and money along with student participation

Plan to Monitor Progress Toward the Goal

Monitor course enrollent report in the spring as students are scheduling for their courses.Work with CTE teachers to enouragre students to enroll in STEM related courses. Guidance counselors will work with students one on one when scheduling and focus on STEM courses.

Person or Persons Responsible
Assistant Principal, guidance, CTE department chair.

Target Dates or Schedule:
Enrollment will be encouraged throughout the academic year, with empasis on STEM courses. Major empahsis will be implement when students sit with their counselor one on one to develop course selctions.

Evidence of Completion:
Enrollment reports, IB enrollment

G7. By the year 2014, there will be a minimum of a one percentage point increase for Level 3 students taking the Geometry EOC Exam.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Ramp It Up Tutoring Program, USA Test Prep, Math XL Software, There will not be more that 25 students in any Geometry class.

Targeted Barriers to Achieving the Goal
- Students are not arriving into Geometry with the necessary prerequisite skills.

Plan to Monitor Progress Toward the Goal

The progress of student growth will be monitored through student performance scores on short-cycle assessments.

Person or Persons Responsible
Teachers and Administrators.

Target Dates or Schedule:
This data will be present at regularly scheduled collaborative meetings and meetings between Geometry Teacher and Administrator.

Evidence of Completion:
Improved students scores on in-class assessments and standardized assessments.

G8. By the year 2014, there will be a minimum of a two percentage point increase for Level 3 students on the Algebra I EOC Exam.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Ramp It Up Tutoring Program, USA Test Prep, Math XL Software, TI N-Spire Calculators and Software, There will not be more that 25 students in any Algebra I class.

Targeted Barriers to Achieving the Goal
- Beginning with the 2011-2012 freshman cohort, all students must meet proficiency (level 3 or above) on the Algebra I End of Course (EOC) exam to receive Algebra I credit.

Plan to Monitor Progress Toward the Goal

Progress toward the goal will be monitored through teacher evidence of the incorporation of alignment, CCSS and best practices into their daily planning, instruction and assessment.

Person or Persons Responsible
Teachers and Administrator.

Target Dates or Schedule:
Incorporation of strategies on a daily/regular basis.

Evidence of Completion:
Weekly Lesson Plans. Notes and discussions at monthly/weekly collaborative meetings.

G9. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in Reading.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- SCIP Mentors, Department Heads, PLCs

Targeted Barriers to Achieving the Goal
- We have four new teachers in the ELA Department.
- Students have been in the lowest 25% for multiple years.
- Students have poor attendance.

Plan to Monitor Progress Toward the Goal

By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in Reading.

Person or Persons Responsible
Administration, Teachers, Guidance Counselors

Target Dates or Schedule:
On Going

Evidence of Completion:
PRIDE ongoing forms, SWST notes, CARE notes, student schedules

G10. By the year 2014, there will be a minimum of a one point increase for Level 4, 5 students taking the Geometry EOC Exam.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Ramp It Up Tutoring Program, USA Test Prep, Math XL Software, There will not be more that 25 students in any Geometry class.

Targeted Barriers to Achieving the Goal
- Students have difficulty in processing higher-order thinking.

Plan to Monitor Progress Toward the Goal

Implementation of higher-order instruction and assessments will be monitored through collaborative meetings with teachers/Administrator, teacher collaborative meetings, and noted in weekly lesson plans.

Person or Persons Responsible
Teacher, Dept Chair and Administrator

Target Dates or Schedule:
Weekly Lesson Plans. Regular Walk-throughs. Monthly meetings between Geometry teachers and Administrator.

Evidence of Completion:
Indicated in Lesson Plans Noted in regular walk-throughs Notes from monthly meetings

G11. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups in Reading, when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Literacy Leadership Team Sarasota Professional Development Department English & Reading Department Head

Targeted Barriers to Achieving the Goal

- Our Level 3 students have no extra Reading support in their schedule. Many of these students are considered "bubble" students that could drop a level if they do not have the correct supports in place. The challenge for our staff is to provide our Level 3 students with content area reading strategies in their core classes.

- Department is transitioning to the Common Core Curriculum. Instructional Focus Calendar to Common Core.

- Assessment to replace FCAT 2.0 is unknown.

- Our school does not have a media specialist.

Plan to Monitor Progress Toward the Goal

Administration will look over student grades and assessment data to determine if students are successfully completing courses. If students are not passing the course (whether it is due to attendance, motivation, etc.), teachers will make every effort to contact home and then send to guidance for possible parent conference, addition to SWST, etc. If students are not here to access the course, they cannot get the reading support with the classroom teacher.

Person or Persons Responsible

Administration, teachers and counselors will monitor.

Target Dates or Schedule:

This will be done quarterly.

Evidence of Completion:

Evidence could include: weekly attendance lists, SWST notes, CARE notes, parent letters, progress reports, etc.

G12. By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teachers will utilize the instructional focus calenadar for Biology to plan lesson sequence for the current school year. Physical Science and Earth Space will do the same.
- District and or State sponsored trainings related to Common Core strategies will be made available to the teaching staff.
- We will rely on the district science specialist for guidance and resource allocation as needed. Collaborative planning time, scheduled by academic discipline, will be key in maintaining instructional momentum.

Targeted Barriers to Achieving the Goal

- As with all new things, the largest barrier at this time is instructional staff familiarity with the Common Core standards and a knowledge of how to blend these skills with the NGSSS standards which deal primarily with academic content.

Plan to Monitor Progress Toward the Goal

Track student academic progress on a monthly basis

Person or Persons Responsible

Department Chair, Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Summative assessment scores will show growth when compared with scores from the same time the previous year. 2014 Scores on the Biology EOC will reflect a 5% growth in terms fo students scoring at levels three and above.

G13. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain in Reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- RAMP It Up, transportation, ELL Aides, ELL Programs, TAKE 10, REACH Program

Targeted Barriers to Achieving the Goal

- Educational needs and proficiency rates vary greatly.
- ELL/Language acquisition of students.
- Students do not have access to necessary resources.

Plan to Monitor Progress Toward the Goal

By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain in Reading.

Person or Persons Responsible
Students

Target Dates or Schedule:
Spring Reading FCAT

Evidence of Completion:
Students will make reading growth based on previous FCAT Reading score.

G14. By the year 2014, there will be a minimum of a two percentage point increase for Level 4,5 students on the Alg I EOC Exam.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Ramp It Up Tutoring Program, USA Test Prep, Math XL Software, TI N-Spire Calculators and Software, There will not be more that 25 students in any Algebra I class.

Targeted Barriers to Achieving the Goal
- Many students lack the ability to process higher-order questions in mathematics.

Plan to Monitor Progress Toward the Goal

Implementation of higher-order instruction and assessments will be monitored through collaborative meetings with teachers/Administrator, teacher collaborative meetings, and noted in weekly lesson plans.

Person or Persons Responsible
Administrator, Dept Chair and teachers

Target Dates or Schedule:
Weekly Lesson Plans. Regular Walk-throughs. Monthly mtgs between Alg I teachers and Administrator.

Evidence of Completion:
Indicated in Lesson Plans Noted in regular walk-throughs Notes from monthly meetings

G15. By the year 2014 there will be an increase in the number of students taking a CTE Industry Certification test by 10 % (226).

Targets Supported
- CTE

Resources Available to Support the Goal
- CTE teachers will prepare students with pre assessments, practice test, mini assesments and online instructional resources that align with the industry certification exams. Assistant Principal and department chair will order the correct number of industry certifications exams for all CTE courses.

Targeted Barriers to Achieving the Goal
- Access to content specific professional development, aligned instructional materials and budgetary constraints.

Plan to Monitor Progress Toward the Goal

All CTE teachers will collect data from the pre assessments, mini assessments and practice tests. This data will determine mastery of benchmarks and determine progress towards the industry certification exam. Teachers will re-teach benchmarks lacking student profiency. CTE teachers will continue with thier own proofessional development and certifications. The district PRIDE evaluation form will reflect teachers effectivness.

Person or Persons Responsible
CTE teachers, CTE department chair, assistant principal

Target Dates or Schedule:
Data will be collected throughout the semester; prior to and during the testing calendar window.

Evidence of Completion:
District Professional Development reports, Passing rate of Industry Certification exams, Pride evaluation.

G16. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

Targets Supported
- Writing

Resources Available to Support the Goal
- www.fldoe.org, Sarasota County School Board

Targeted Barriers to Achieving the Goal
- Inconsistency of writing rubric and ever-changing standards for the state assessment.

Plan to Monitor Progress Toward the Goal

By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

Person or Persons Responsible
10th Grade Students

Target Dates or Schedule:
Spring Writing FCAT Writes Test

Evidence of Completion:
Spring FCAT Writes results will show an increase of students who scored a 3.5 previously in 8th grade.

Action Plan for Improvement

Problem Solving Key

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

G1. By the year 2014, there will be a minimum of a three percentage point decrease in the number of students who miss 10 percent or more of available instructional time.

G1.B1 Riverview is the home for both the district's Teen Parent Program and the ESE Emotional Behavior Disorder Programs. These high risk programs traditional have very high absentee issues due to the challenges these students face. Economic factors have increased student responsibilities at home causing them to work late, take care of siblings or in some cases ill families members.

G1.B1.S1 Provide additional social services support through community agencies such a the Salvation Army, Mothers Helping Mothers, RHS Foundation REACH Program. When possible utilize the 18 credit early graduation option, adjust student schedules to provide flexibility especially with early morning classes, and GED Exit Option is necessary.

Action Step 1

Individual students will be identified based on attendance issues and unique circumstances requiring additional support.

Person or Persons Responsible

School Staff: Guidance Counselors, Social Workers, Psychologist, Truancy Worker, School Nurses, ESE Liaisons, EBD Behavior Specialist, At Risk Coordinator, Administrators

Target Dates or Schedule

Weekly through School Wide Support Team, CARE or Teen Parent Support Meetings

Evidence of Completion

Increase in number of students absent.

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

Monitor attendance and results of SWST, CARE and Teen Parent Support Meetings

Person or Persons Responsible

Guidance Counselor, Social Worker, or EBD Behavior Specialist.

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance data

Plan to Monitor Effectiveness of G1.B1.S1

Monitor daily attendance

Person or Persons Responsible

School Counselor, Teen Parent Social Worker or ESE EBD Behavior Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Improved attendance after interventions

G3. By the year 2014, there will be a minimum of a two percentage points decrease in 9th grade students who fail two or more courses in any subject.

G3.B1 Large number of ninth grade students (625) many of who do not have after school transportation for tutoring or mentoring programs on campus.

G3.B1.S1 Create tutoring and mentoring programs on campus during the school day with Executive Interns and Leadership students.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 2

A specially designed mentoring and tutoring program aimed at "early intervention" for ninth grade students so that they have the skills and support to be successful. The goal is reduce the number of courses they fail so that they are not behind in credits entering grade ten.

Person or Persons Responsible

Ninth Grade Transition Team teachers, Executive Interns, Leadership students, "I Believe" Mentor Coordinator and RAMP It Up Tutors

Target Dates or Schedule

During the school day plus after school math tutoring on Tuesday and Thursdays via RHS RAMP It Up.

Evidence of Completion

Course grades report quarterly, "I Believe" Mentoring Program data and RAMP IT UP attendance, math grades and EOC date for Algebra and Geometry.

Facilitator:

Effa Beauette and Judy Mekstratius

Participants:

Student mentors and ninth grade teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Data will be monitored regarding student participation (attendance logs); quarterly grades, progress monitoring assessments

Person or Persons Responsible

Ninth grade teachers, guidance counselors, RAMP It Up Coordinator and "I Believe" Mentoring Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Regular student participation; improvement grade point averages, improved attendance.

Plan to Monitor Effectiveness of G3.B1.S1

Monitoring data (weekly & quarterly grades, course successfully completed, attendance and behavior) will be collected with benchmarks for success. Successful implementation will reduce the numbers of ninth grade students failing two or more courses. If data suggests implementation is ineffective programs will be modified with changes targeting specific areas for improvement.

Person or Persons Responsible

Ninth Grade Transition SLC Leader and Assistant Principal plus Guidance Counselors.

Target Dates or Schedule

Grades will reviewed via mid quarter progress reports and quarterly report cards.

Evidence of Completion

Reports on each students will be collected and compiled documenting data including participation in tutoring and mentoring programs.

G5. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 50% are currently demonstrating 4.0 or higher on the FCAT writing essay.

G5.B1 Students writing below proficiency level.

G5.B1.S1 Implement school wide writing program to ensure consistency and continuity of the following writing elements: focus, organization, support and conventions.

Action Step 1

Secondary Writing Training

Person or Persons Responsible

10th Grade English teachers and appointed administrator will participate.

Target Dates or Schedule

Teachers will participate once a semester.

Evidence of Completion

Teachers will utilize mock exams, anchor sets, and teacher lessons for data.

Action Step 2

Secondary Writing Training

Person or Persons Responsible

10th Grade English teachers and appointed administrator will participate.

Target Dates or Schedule

Teachers will participate once a semester.

Evidence of Completion

Teachers will utilize mock exams, anchor sets, and teacher lessons for data.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Secondary Writing Training

Person or Persons Responsible

Teachers and Administrator(s)

Target Dates or Schedule

Parties will participate three times a year.

Evidence of Completion

Students will complete mock exams three times a year.

Plan to Monitor Effectiveness of G5.B1.S1

Review of data.

Person or Persons Responsible

Teachers and administrators will review data.

Target Dates or Schedule

Teachers and administrators will review data three times a year.

Evidence of Completion

Review of data from mock exam, ELA lesson plans, PLC notes, etc.

G5.B2 Level of classroom implementation of best practice for teaching writing.

G5.B2.S1 Administrators will monitor writing institution.

Action Step 1

CWTs

Person or Persons Responsible

Administration

Target Dates or Schedule

Administration will monitor bi-weekly walk thrus with English 10th grade teachers.

Evidence of Completion

Teachers will receive ongoing PRIDE observation tools, mock FCAT data results, grade reports.etc.

Action Step 2

CWTs

Person or Persons Responsible

Administration

Target Dates or Schedule

Administration will monitor bi-weekly walk thrus with English 10th grade teachers.

Evidence of Completion

Teachers will receive ongoing PRIDE observation tools, mock FCAT data results, grade reports.etc.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

On-Going PRIDE Observation Tool

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

This will happen quarterly.

Evidence of Completion

Teachers will have a chance to respond and converse with administration on current writing focus through the online PRIDE observation tool.

Plan to Monitor Effectiveness of G5.B2.S1

Weekly Lesson Plans

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will submit weekly lesson plans to their teacher to show weekly writing focus.

G6. The 2014 STEM goal is to increase the number of students enrolling in STEM Career Academy courses by 10 % (175).

G6.B1 Cost of marketing materials and cost of non disctict supported professional develpoment and time involved with the IB authorization process. CTE depatrment chair and teachers will collaborate and design a detailed maketing plan and STEM/Robotics night and Aqua Dome tours for incoming students and current students. These events will take time and money along with student participation

G6.B1.S1 We will revisit our marketing plan and application process. Counselors will emphasize STEM related courses to students when they are scheduling for the following year.On going professional development, IB certificate training.Reorganize visits to middle schools and develop a plan to recruit incoming students. Market STEM night and robotics night, including Aqua Dome tours

Action Step 1

STEM marketing plan and STEM night, Aquadome tours

Person or Persons Responsible

Assistant Principal, CTE department chair, certified CTE teachers.

Target Dates or Schedule

Spring 2014

Evidence of Completion

Enrollement reports, class sizes, student participation

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Develop student friendly schdeuling options, identifying STEM related courses and course sequence and certification options.

Person or Persons Responsible

Guidance, CTE department chair, Assistant Principal

Target Dates or Schedule

2013-2014 school year, prior to spring scheduling

Evidence of Completion

Enrollment reports

Plan to Monitor Effectiveness of G6.B1.S1

Marketing plan designed to increase enrollment.

Person or Persons Responsible

CTE department chair, guidance, assistant principal

Target Dates or Schedule

2013-2014 school year. Begin implementation prior to spring scheduling.

Evidence of Completion

Enrollment reports, student participation in STEM summit, robotics night.

G7. By the year 2014, there will be a minimum of a one percentage point increase for Level 3 students taking the Geometry EOC Exam.

G7.B1 Students are not arriving into Geometry with the necessary prerequisite skills.

G7.B1.S1 Intensive review of Algebra I skills and previously learned geometric concepts at the beginning of the school year. Continual review of previous concepts while introducing new concepts.

Action Step 1

Teachers will provide structure and reasoning when presenting Geometric concepts to students, per Practice Standards in the CCSS. Struggling students (Level 1 - Algebra 1 EOC) will placed in Informal Geometry. Differentiated Instruction training provided for teachers. Common planning for teachers to plan lessons together and analyze data provided by formative assessments and progress monitoring. Teachers encourage struggling students to attend "Ramp it Up" tutoring provided twice per week.

Person or Persons Responsible

Teachers and administrator

Target Dates or Schedule

Teacher common planning time will be constructed in the master schedule during the summer. Correct placement of students will be done during the summer and the beginning of the school year. Teachers will become more familiar with the CCSS and ind increase DI strategies at regular collaborative meetings with colleagues and the Administration. Teachers will continually encourage students (and parent contact) to attend Ramp It Up.

Evidence of Completion

Master Schedule for scheduling issues. Ramp It Up attendance. Notation and lesson planning for CCSS and DI strategies.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Ensure Master Schedule provides common planning time and availability for students to enroll in Informal Geometry. Administrator will check lesson plans and note walk-throughs for DI CCSS. Weekly check of Ramp It Up attendance for student tutoring.

Person or Persons Responsible

Adminstrator and teachers.

Target Dates or Schedule

Lesson Plans and Ramp It Up attendance will be checked on a weekly basis. Walk-throughs will be conducted on a regular basis. Master Schedule has been set and complies.

Evidence of Completion

Algebra I teachers Collaborative time and Lesson Plans. Student attendance at Ramp It Up. Lesson Plans and walk-throughs for DI and CCSS.

Plan to Monitor Effectiveness of G7.B1.S1

Increased student performance on short-cycle and in-class assessments.

Person or Persons Responsible

Teachers will provide data from student assessments and sample work to show increase of student performance.

Target Dates or Schedule

Regular and collaborative meetings between geometry teachers and Administrator.

Evidence of Completion

Student data from assessments and sample student work.

G8. By the year 2014, there will be a minimum of a two percentage point increase for Level 3 students on the Algebra I EOC Exam.

G8.B1 Beginning with the 2011-2012 freshman cohort, all students must meet proficiency (level 3 or above) on the Algebra I End of Course (EOC) exam to receive Algebra I credit.

G8.B1.S1 Algebra I teachers will ensure that the standards, curriculum, instruction and assessment are all aligned, and that they follow the Instructional Focus Calendar (IFC). Algebra I teachers will also follow the CCSS and use instructional Best Practices to include (but not limited to): the understanding of mathematical structures, regularity in repeated reasoning, problem solving strategies, increased rigor, formal and informal formative assessments, student collaboration, and unit planning,

Action Step 1

Teachers will use the Instructional Focus Calendar (IFC), ensure consistent alignment, use Formative Assessments, mini-assessments and progress monitoring, and the incorporate best practices and CCSS practices in teacher's daily instruction.

Person or Persons Responsible

Teachers and Administrator.

Target Dates or Schedule

The IFC, alignment, CCSS and best practices are to be incorporated into lessons on a daily basis as appropriate.

Evidence of Completion

Noted in weekly lesson plans. Observed in regualr walk-throughs

Plan to Monitor Fidelity of Implementation of G8.B1.S1

The implementation will be monitored by the administration at regularly scheduled meetings with Algebra 1 teachers and collaborative meetings. Additionally, the implementation of the strategies will be observed at regular walk-throughs.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly lesson plan checks. Monthly/weekly meetings with Algebra 1 teachers Individual mtgs with teachers. Regular walk-throughs.

Evidence of Completion

Noted on lesson plans. Observation in classes. Notes from meetings.

Plan to Monitor Effectiveness of G8.B1.S1

Effectiveness will be monitored by evidence of improved student scores on short-cycle assessments and in-class assessments.

Person or Persons Responsible

Adminstrator and teacher.

Target Dates or Schedule

Teachers will provide student data and student samples at regularly scheduled meetings with Algebra 1 teachers and Administrator.

Evidence of Completion

Short-cycle and in-class student performance data, and sample student work.

G9. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile in Reading.

G9.B1 We have four new teachers in the ELA Department.

G9.B1.S1 New teachers will have SCIP mentors that will help with their transition to the department, district and school.

Action Step 1

SCIP Mentorship Program

Person or Persons Responsible

SCIP Mentors and New Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SCIP Mentors meet with their new teachers and go over key district information.

Plan to Monitor Fidelity of Implementation of G9.B1.S1

SCIP Mentorship

Person or Persons Responsible

SCIP Mentors and New Teachers

Target Dates or Schedule

Annually

Evidence of Completion

SCIP mentors and the new teachers will complete an annual checklist to insure exceptional progress in district initiatives.

Plan to Monitor Effectiveness of G9.B1.S1

SCIP Mentors

Person or Persons Responsible

SCIP Mentors and New Teachers

Target Dates or Schedule

Annually

Evidence of Completion

After new teachers complete the SCIP mentorship, each have the opportunity to evaluate the program to insure its effectiveness.

G9.B1.S2 New teachers will have a PLC based on content he/she teaches for curriculum support.

Action Step 1

PLCs by Content Area/Subject Area

Person or Persons Responsible

Content Area Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will lesson plan together by subject area/grade level in ELA. Then, teachers will submit a weekly lesson plan based on the PLC meeting.

Action Step 2

PLCs by Content Area/Subject Area

Person or Persons Responsible

Content Area Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will lesson plan together by subject area/grade level in ELA. Then, teachers will submit a weekly lesson plan based on the PLC meeting.

Plan to Monitor Fidelity of Implementation of G9.B1.S2

PLCs by Content Area

Person or Persons Responsible

Content Area Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will submit weekly lesson plans to their administrators featuring their PLC notes.

Plan to Monitor Effectiveness of G9.B1.S2

PLC by Content Area Teachers

Person or Persons Responsible

Content Area Teachers & Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will submit weekly lesson plans to administration. Administration will provide feedback to teachers on lesson plans and PLC notes.

G9.B1.S3 Administration will collaborate with new teachers on curriculum, classroom management, professional development ideas, etc. to assist in transition.

Action Step 1

Coaching New Teachers

Person or Persons Responsible

Administrator and new Teachers

Target Dates or Schedule

All Year

Evidence of Completion

End of the Year Evaluation, PRIDE On going Tool

Plan to Monitor Fidelity of Implementation of G9.B1.S3

Coaching of New Teachers

Person or Persons Responsible

Administration & New Teachers

Target Dates or Schedule

Ongoing - throughout the year

Evidence of Completion

Administration and new teachers will have documents that record post conferences, observation notes, mid-year evaluation and end of the year evaluation forms.

Plan to Monitor Effectiveness of G9.B1.S3

Coaching of New Teachers

Person or Persons Responsible

Administration and new teachers

Target Dates or Schedule

Mid-Year Evaluation

Evidence of Completion

Mid-Year Evaluation and Post Conference Notes

G9.B2 Students have been in the lowest 25% for multiple years.

G9.B2.S1 Students who are level 1 will be in READ 180. Students who are level 2 will be in Fusion (English/Reading combination class). Teachers will utilize Take 10 to isolate Reading skills.

Action Step 1

Scheduling of classes for Levels 1 & 2

Person or Persons Responsible

Administration and Guidance Counselors

Target Dates or Schedule

Prior to the 2013-2014 school year

Evidence of Completion

Students' schedules will reflect correct Reading placement.

Action Step 2

Scheduling of classes for Levels 1 & 2

Person or Persons Responsible

Administration and Guidance Counselors

Target Dates or Schedule

Prior to the 2013-2014 school year

Evidence of Completion

Students' schedules will reflect correct Reading placement.

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Accurate Placement of Student Schedules

Person or Persons Responsible

Reading students who are levels 1 and 2.

Target Dates or Schedule

We will monitor once school begins.

Evidence of Completion

Administration and teachers will monitor grades, attendance and effort to ensure students are placed correctly in Reading classes.

Plan to Monitor Effectiveness of G9.B2.S1

Monitor the benchmark assessments.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers and administrators will monitor the benchmark assessments and document trends of progress.

G9.B3 Students have poor attendance.

G9.B3.S1 Counselors and administrators are assigned to students by alpha and track and mentor bottom quartile students as needed.

Action Step 1

Monitoring of bottom quartile students.

Person or Persons Responsible

Guidance counselors and administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Counselors and administration will work with teachers to monitor attendance and behavior amongst the bottom quartile.

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Attendance for Bottom Quartile

Person or Persons Responsible

Administration and Guidance Counselors

Target Dates or Schedule

Weekly

Evidence of Completion

Guidance and administration will have weekly School Wide Support Team meetings to discuss any student that has severe attendance and/or discipline issues.

Plan to Monitor Effectiveness of G9.B3.S1

Attendance for Bottom Quartile

Person or Persons Responsible

Administration and Guidance Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Counselors and administrators are assigned to students by alpha and will hold CARE meetings to assist with SWST meetings.

G10. By the year 2014, there will be a minimum of a one point increase for Level 4, 5 students taking the Geometry EOC Exam.

G10.B1 Students have difficulty in processing higher-order thinking.

G10.B1.S1 When presenting higher-level problems to students, Geometry teachers will make sense of the problem, model problem solving strategies, and construct arguments to prove the process and the answer(s) are correct.

Action Step 1

Geometry teachers will become more familiar with and use the Practice Standards in the CCSS in lesson design and implementation. Geometry teachers will collaborate to discuss and devise a plan for increasing rigor for higher order thinking skills.

Person or Persons Responsible

Administrator, Math Dept Chair, Teachers.

Target Dates or Schedule

During Collaborative planning and personal planning time.

Evidence of Completion

Collaborative Planning notes Observed by Administrator

Plan to Monitor Fidelity of Implementation of G10.B1.S1

The plan of implementation of higher-order thinking skills and used strategies will be monitored through Lesson Plans, collaborative interaction, individual meetings with the Administrator, and classroom walk-throughs

Person or Persons Responsible

Administrator, Dept Chair, Geometry Teachers

Target Dates or Schedule

Geometry teachers will meet collectively with their administrator one to two times per month. The administrator will perform regular classroom walk-throughs. Teachers will indicate such problems and strategies in their weekly lesson plans.

Evidence of Completion

Sample lesson plans and strategies. Administrative notes from walk-throughs. Notes from collaborative meetings and meetings with Administrator.

Plan to Monitor Effectiveness of G10.B1.S1

The solving of higher-order mathematical problems by students will be monitored through progress monitoring, student assessments (formative and summative) including daily homework, guided practice, quizzes, tests and standardized tests.

Person or Persons Responsible

Teacher and Adminsitrator

Target Dates or Schedule

These results will be shared during collaborative times and meeting with Administrator.

Evidence of Completion

Student scores and work samples.

G11. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups in Reading, when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G11.B1 Our Level 3 students have no extra Reading support in their schedule. Many of these students are considered "bubble" students that could drop a level if they do not have the correct supports in place. The challenge for our staff is to provide our Level 3 students with content area reading strategies in their core classes.

G11.B1.S1 All teachers will have an opportunity to participate in a quarterly Snacks for Strats professional development opportunity that will allow teachers to get reading strategies that can be implemented immediately in the classroom for all teachers.

Action Step 1

Snacks for Strats

Person or Persons Responsible

Teachers & LLT Members

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers have to submit lesson plans and documentation of student work one week after the Snacks for Strats class.

Facilitator:

Various LLT Staff Members

Participants:

Classroom Teachers

Action Step 2

Snacks for Strats

Person or Persons Responsible

Teachers & LLT Members

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers have to submit lesson plans and documentation of student work one week after the Snacks for Strats class.

Facilitator:

Various LLT Staff Members

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Snacks for Strats

Person or Persons Responsible

LLT & Department Heads

Target Dates or Schedule

We will monitor at our monthly LLT meetings and bi-monthly department meetings.

Evidence of Completion

LLT members will meet on the first Wednesday of each month and discuss what element we are focusing on in Snacks for Strats. LLT has a calendar that is updated at each meeting to keep staff involved with the process.

Plan to Monitor Effectiveness of G11.B1.S1

Snacks for Strats Professional Development

Person or Persons Responsible

LLT Members

Target Dates or Schedule

After each Snack for Strat, participants have the opportunity to evaluate their facilitators.

Evidence of Completion

LLT will look over the evaluations and the participants' lesson plans to see if implementation is successful.

G11.B2 Department is transitioning to the Common Core Curriculum. Instructional Focus Calendar to Common Core.

G11.B2.S1 The school will utilize the Sarasota County Instructional Focus Calendar for Reading and Language Arts.

Action Step 1

Common Core Implementation for school

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will utilize the IFCs to determine correct standards to guide students with throughout the year.

Action Step 2

Common Core Implementation for school

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will utilize the IFCs to determine correct standards to guide students with throughout the year.

Plan to Monitor Fidelity of Implementation of G11.B2.S1

IFCs and Common Core

Person or Persons Responsible

Teachers, Students, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will place correct standards with assessments and align Common Core standards as available. Teachers will document new standards in weekly lesson plans to administration.

Plan to Monitor Effectiveness of G11.B2.S1

Monitoring of IFCs and Common Core Standards

Person or Persons Responsible

Teachers & Adminsitration

Target Dates or Schedule

Weekly

Evidence of Completion

Administration will monitor implementation of the IFC through classroom walk through data, regular observations, FAIR/FOCUS data, etc.

G11.B3 Assessment to replace FCAT 2.0 is unknown.

G11.B3.S1 Department heads and administration will continue to listen to legislative arguments until a decision is reached.

Action Step 1

New Assessment for Common Core

Person or Persons Responsible

State of Florida

Target Dates or Schedule

Timeline Unknown

Evidence of Completion

New assessment is documented and department heads can start to train teachers.

Action Step 2

New Assessment for Common Core

Person or Persons Responsible

State of Florida

Target Dates or Schedule

Timeline Unknown

Evidence of Completion

New assessment is documented and department heads can start to train teachers.

Plan to Monitor Fidelity of Implementation of G11.B3.S1

New assessment for State of Florida

Person or Persons Responsible

www.fldoe.org

Target Dates or Schedule

Timeline is unknown.

Evidence of Completion

As soon as we receive word of new assessment, training of teachers and students will commence.

Plan to Monitor Effectiveness of G11.B3.S1

New Florida Assessment

Person or Persons Responsible

www.fldoe.org

Target Dates or Schedule

Timeline is unknown.

Evidence of Completion

As soon as new assessment is known, department can continue of preparing our students for graduation assessments.

G11.B4 Our school does not have a media specialist.

G11.B4.S1 School will utilize two media aides.

Action Step 1

No Media Speacilist

Person or Persons Responsible

Media Aides

Target Dates or Schedule

As Needed

Evidence of Completion

When teachers and students go into the media center, aides will provide media support.

Action Step 2

No Media Speacilist

Person or Persons Responsible

Media Aides

Target Dates or Schedule

As Needed

Evidence of Completion

When teachers and students go into the media center, aides will provide media support.

Plan to Monitor Fidelity of Implementation of G11.B4.S1

Media Aides will run media center.

Person or Persons Responsible

Media Aides

Target Dates or Schedule

Daily

Evidence of Completion

Media aides will keep a log of all students and teachers that visit the media center.

Plan to Monitor Effectiveness of G11.B4.S1

Media aides will run the media center.

Person or Persons Responsible

Media aides

Target Dates or Schedule

Daily

Evidence of Completion

As media aides come across barriers with teachers and students, they will share that will administration.

G12. By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3

G12.B1 As with all new things, the largest barrier at this time is instructional staff familiarity with the Common Core standards and a knowledge of how to blend these skills with the NGSSS standards which deal primarily with academic content.

G12.B1.S1 Teachers will use collaborative plannnig time to assist each other in becoming more familiar with the Common Core standards. We will also use an in house training program "snacks for strats" to provide more familiarity.

Action Step 1

Design a school wide schedule that allows for common planning time by science discipline.

Person or Persons Responsible

Master Schedule staff

Target Dates or Schedule

Start of the school year

Evidence of Completion

Collaborative planning notes provided as part of each science teachers weekly lesson plans. Check for documentation.

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Collect and review all science lesson plans on a weekly basis.

Person or Persons Responsible

Administrator in charge of science

Target Dates or Schedule

Starting the first week of school

Evidence of Completion

Each teachers lesson plans will list the common core standards they are covering, will list notes from their prior weeks collaborative planning, and will align with the instructional focus calendar.

Plan to Monitor Effectiveness of G12.B1.S1

Review formative assessment scores for students, along with teacher grades for work in the classroom.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student scores on formative assessments will show growth when compared with scores at the same time the previous year.

G13. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain in Reading.

G13.B1 Educational needs and proficiency rates vary greatly.

G13.B1.S1 Level 1 and 2 students are placed in additional reading support classes. Specific ESE classes are designated for certain students based on ability. SWST and CARE will work to monitor grades, attendance and behavior.

Action Step 1

Students will be placed in correct classes based on Reading level.

Person or Persons Responsible

Administration and counselors will place students based on 2013 FCAT data.

Target Dates or Schedule

Prior to the 2013-2014 school year

Evidence of Completion

Students will have a schedule that reflects sufficient reading support based on current FCAT Reading data.

Action Step 2

Students will be placed in correct classes based on Reading level.

Person or Persons Responsible

Administration and counselors will place students based on 2013 FCAT data.

Target Dates or Schedule

Prior to the 2013-2014 school year

Evidence of Completion

Students will have a schedule that reflects sufficient reading support based on current FCAT Reading data.

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Students' Reading Placement

Person or Persons Responsible

Students, Administration and Guidance Counselors

Target Dates or Schedule

On-Going

Evidence of Completion

Administration and guidance counselors will monitor grades, behavior and attendance throughout the year to determine correct placement.

Plan to Monitor Effectiveness of G13.B1.S1

Schedule Placement of Reading Students

Person or Persons Responsible

Administration, Guidance Counselors

Target Dates or Schedule

Weekly

Evidence of Completion

Administration and guidance counselors will monitor attendance, grade reports, IEP meetings/data, CARE minutes, etc. to determine next steps.

G13.B2 ELL/Language acquisition of students.

G13.B2.S1 Classroom assistance through ELL aides, reading/remediation in ELL English/Reading courses, and language dictionaries for ELL students.

Action Step 1

ELL Students will get assistance in language resources.

Person or Persons Responsible

ELL Liaison & ELL Students

Target Dates or Schedule

As needed.

Evidence of Completion

ELL Aides' schedules, CELLA scores, grade reports, attendance reports, and FAIR/FOCUS data will help determine how ELL students are doing in academic classes.

Action Step 2

ELL Students will get assistance in language resources.

Person or Persons Responsible

ELL Liaison & ELL Students

Target Dates or Schedule

As needed.

Evidence of Completion

ELL Aides' schedules, CELLA scores, grade reports, attendance reports, and FAIR/FOCUS data will help determine how ELL students are doing in academic classes.

Plan to Monitor Fidelity of Implementation of G13.B2.S1

ELL Students

Person or Persons Responsible

ELL Students

Target Dates or Schedule

Monthly

Evidence of Completion

ELL Liaison, administration and guidance counselors will monthly discuss progress on ELL students (with notes).

Plan to Monitor Effectiveness of G13.B2.S1

ELL Students' Progresssion

Person or Persons Responsible

ELL Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Progress reports, grade reports, FAIR/FOCUS assessments, and CELLA assessments are all appropriate documentation.

G13.B3 Students do not have access to necessary resources.

G13.B3.S1 Students who do not have technology will be referred to the Texellence program and students who have basic needs will be referred to the REACH program.

Action Step 1

Texcellence Program

Person or Persons Responsible

District Personnel, Students and Parents

Target Dates or Schedule

Quarterly

Evidence of Completion

Students fill out a technology needs survey in which the district provides free laptops to students that are in need.

Action Step 2

Texcellence Program

Person or Persons Responsible

District Personnel, Students and Parents

Target Dates or Schedule

Quarterly

Evidence of Completion

Students fill out a technology needs survey in which the district provides free laptops to students that are in need.

Plan to Monitor Fidelity of Implementation of G13.B3.S1

Texellence Program & REACH Program

Person or Persons Responsible

District & School Personnel

Target Dates or Schedule

Quarterly

Evidence of Completion

Students will keep school aware of needs as they arise.

Plan to Monitor Effectiveness of G13.B3.S1

Students will have access to online programs as well as inventories for a needs assessment.

Person or Persons Responsible

Texcellence staff and REACH staff

Target Dates or Schedule

This will happen quarterly.

Evidence of Completion

Students will have texcellence surveys, REACH surveys.online assessment results (e.g. PERT, ACT, USA test Prep, etc.).

G14. By the year 2014, there will be a minimum of a two percentage point increase for Level 4,5 students on the Alg I EOC Exam.

G14.B1 Many students lack the ability to process higher-order questions in mathematics.

G14.B1.S1 When presenting higher-level problems to students, Algebra I teachers will make sense of the problem, model problem solving strategies, and construct arguments to prove the process and the answer(s) are correct.

Action Step 1

Algebra I teachers will become more familiar with and use the Practice Standards in the CCSS in lesson design and implementation. Algebra teachers will collaborate to discuss and devise a plan for increasing rigor for higher order thinking skills.

Person or Persons Responsible

Algebra teachers Math Dept Chair Assistant Principal

Target Dates or Schedule

Collaborative Planning Time

Evidence of Completion

Collaborative Planning notes Observed by Administrator

Plan to Monitor Fidelity of Implementation of G14.B1.S1

The plan of implementation of higher-order thinking skills and used strategies will be monitored through Lesson Plans, collaborative interaction, individual meetings with the Administrator, and classroom walk-throughs.

Person or Persons Responsible

Administrator, Department Chair and Teachers.

Target Dates or Schedule

Algebra I teachers will meet collectively with their administrator one to two times per month. The administrator will perform regular classroom walk-throughs. Teachers will indicate such problems and strategies in their weekly lesson plans.

Evidence of Completion

Sample lesson plans and strategies. Administrative notes from walk-throughs. Notes from collaborative meetings and meetings with Administrator.

Plan to Monitor Effectiveness of G14.B1.S1

The solving of higher-order mathematical problems by students will be monitored through student assessments (formative and summative) including daily homework, guided practice, quizzes, tests and standardized tests. Teachers will use these progress monitoring tools to measure the growth of students and to reinforce areas that need improvement.

Person or Persons Responsible

Teachers will monitor the effectiveness and share results with colleagues and Administration.

Target Dates or Schedule

These results will be shared during collaborative times and meeting with Administrative.

Evidence of Completion

Student scores and work samples.

G15. By the year 2014 there will be an increase in the number of students taking a CTE Industry Certification test by 10 % (226).

G15.B1 Access to content specific professional development, aligned instructional materials and budgetary constraints.

G15.B1.S1 The CTE department will utilize the state mini grants for teacher certification, teachers can implement online instructional resources that align with industry certificationa exams. Individual Professional Development Plans (IPDP) will be aligned with a strategy to over come barriers.

Action Step 1

Certified teachers will implement pre assessments to determine student proficiency. The department chair and testing coordinator will order the correct number of Industry Certification Test according to enrollment reports and follow the CTE testing calendar.

Person or Persons Responsible

CTE Departmant Chair, Assistant Principal, Testing Coordinator, Certified Teachers

Target Dates or Schedule

Septmeber 2013- May 2014

Evidence of Completion

Industry Certification reports

Facilitator:

On line instructional resources

Participants:

CTE certified teachers

Plan to Monitor Fidelity of Implementation of G15.B1.S1

The assistant principal and CTE department chair will conduct CTE meetings to go over mini assessments and data relating to student profiency in regards to readiness for Industry certification exams. All CTE teachers will participate in on going professional development included but not limited to industy certification and common core standards.

Person or Persons Responsible

Assistant Principal, Department Chair

Target Dates or Schedule

Weekly PD learning communities, Monthly CTE department meetings

Evidence of Completion

Enrollment reports, Industry Certification reports

Plan to Monitor Effectiveness of G15.B1.S1

Teachers will provide pre assesssments and mini assessments aligned with the IFC and testing claendar. Studnts who have not achieved mastery of benchmark will have the opportunity to take additinal assessments.

Person or Persons Responsible

CTE department chair, CTE teachers

Target Dates or Schedule

Data will be collected and recorded after each pre assessment, mini assessment and practice test. Teachers will record the data and determine which students have successfully mastered the benchmarks. Teachers will re-teach benchmark and provide additional assessmnets for students who have not achieved mastery of benchmarks .

Evidence of Completion

Industry Certification reports.

G16. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

G16.B1 Inconsistency of writing rubric and ever-changing standards for the state assessment.

G16.B1.S1 Teachers and students will study anchor sets and work with the district on Writing Training.

Action Step 1

Secondary Writing Training

Person or Persons Responsible

Catherine Cocozza, Teachers, Admnistration

Target Dates or Schedule

At Semester

Evidence of Completion

Teachers will participate in Secondary Writing Training at the district level.

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Secondary Writing Training

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

At Semester

Evidence of Completion

Teachers will dissect anchor sets for the past FCAT Writes and determine grades for current 10th grade writing students.

Plan to Monitor Effectiveness of G16.B1.S1

Mock FCAT Exams

Person or Persons Responsible

Teachers and students will participate.

Target Dates or Schedule

Teachers and students will participate three times a year.

Evidence of Completion

Review mock FCAT exam results along with language arts plans and lesson plans.

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

The coordination and integration of federal, state, and local funds reduces duplication of services and ensures that all needs of economically disadvantaged students are met. These wrap-around services make up a comprehensive framework to give all children a greater chance of academic success. As required under Section 1114(b)(1)(J), P.L. 107-110, a Title I school, as part of its schoolwide plan, must describe how funds from other NCLB programs and applicable federal, state, and local programs will be integrated and coordinated to meet all student needs.

A school should carefully examine the educational and social needs of all students in the school, as well as the programs and/or funding currently in place to support those needs. In the space provided, include a description of how the following programs integrate and coordinate to meet student needs, as applicable to your school:

Title II (Professional development for classroom teachers); Violence prevention programs (Support from Jewish Family Services); Head Start (Services provided through Childrens' First grant); Adult education(Via Sarasota Technical Institute - SCTI); Career and Technical Education (CTE) and Job training (Via ESE Transition Employment Specialist and On the Job 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.

G3. By the year 2014, there will be a minimum of a two percentage points decrease in 9th grade students who fail two or more courses in any subject.

G3.B1 Large number of ninth grade students (625) many of who do not have after school transportation for tutoring or mentoring programs on campus.

G3.B1.S1 Create tutoring and mentoring programs on campus during the school day with Executive Interns and Leadership students.

PD Opportunity 1

A specially designed mentoring and tutoring program aimed at "early intervention" for ninth grade students so that they have the skills and support to be successful. The goal is reduce the number of courses they fail so that they are not behind in credits entering grade ten.

Facilitator

Effa Beauette and Judy Mekstratius

Participants

Student mentors and ninth grade teachers

Target Dates or Schedule

During the school day plus after school math tutoring on Tuesday and Thursdays via RHS RAMP It Up.

Evidence of Completion

Course grades report quarterly, "I Believe" Mentoring Program data and RAMP IT UP attendance, math grades and EOC date for Algebra and Geometry.

G11. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups in Reading, when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G11.B1 Our Level 3 students have no extra Reading support in their schedule. Many of these students are considered "bubble" students that could drop a level if they do not have the correct supports in place. The challenge for our staff is to provide our Level 3 students with content area reading strategies in their core classes.

G11.B1.S1 All teachers will have an opportunity to participate in a quarterly Snacks for Strats professional development opportunity that will allow teachers to get reading strategies that can be implemented immediately in the classroom for all teachers.

PD Opportunity 1

Snacks for Strats

Facilitator

Various LLT Staff Members

Participants

Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers have to submit lesson plans and documentation of student work one week after the Snacks for Strats class.

PD Opportunity 2

Snacks for Strats

Facilitator

Various LLT Staff Members

Participants

Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers have to submit lesson plans and documentation of student work one week after the Snacks for Strats class.

G15. By the year 2014 there will be an increase in the number of students taking a CTE Industry Certification test by 10 % (226).

G15.B1 Access to content specific professional development, aligned instructional materials and budgetary constraints.

G15.B1.S1 The CTE department will utilize the state mini grants for teacher certification, teachers can implement online instructional resources that align with industry certificationa exams. Individual Professional Development Plans (IPDP) will be aligned with a strategy to over come barriers.

PD Opportunity 1

Certified teachers will implement pre assessments to determine student proficiency. The department chair and testing coordinator will order the correct number of Industry Certification Test according to enrollment reports and follow the CTE testing calendar.

Facilitator

On line instructional resources

Participants

CTE certified teachers

Target Dates or Schedule

Septmeber 2013- May 2014

Evidence of Completion

Industry Certification reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	By the year 2014, there will be a minimum of a two percentage points decrease in 9th grade students who fail two or more courses in any subject.	$5,000
G7.	By the year 2014, there will be a minimum of a one percentage point increase for Level 3 students taking the Geometry EOC Exam.	$40,000
G14.	By the year 2014, there will be a minimum of a two percentage point increase for Level 4,5 students on the Alg I EOC Exam.	$60,000
	Total	$105,000

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Personnel	Total
Grant Funded (no RHS funds available)	$100,000	$0	$100,000
Grant funded (no RHS funds available)	$0	$0	$0
School recognition Funds	$0	$5,000	$5,000
Total	$100,000	$5,000	$105,000

Budget Details

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

G3. By the year 2014, there will be a minimum of a two percentage points decrease in 9th grade students who fail two or more courses in any subject.

G3.B1 Large number of ninth grade students (625) many of who do not have after school transportation for tutoring or mentoring programs on campus.

G3.B1.S1 Create tutoring and mentoring programs on campus during the school day with Executive Interns and Leadership students.

Action Step 2

A specially designed mentoring and tutoring program aimed at "early intervention" for ninth grade students so that they have the skills and support to be successful. The goal is reduce the number of courses they fail so that they are not behind in credits entering grade ten.

Resource Type

Personnel

Resource

Peer Mentoring Program for 9th Grade students.

Funding Source

School recognition Funds

Amount Needed

$5,000

G7. By the year 2014, there will be a minimum of a one percentage point increase for Level 3 students taking the Geometry EOC Exam.

G7.B1 Students are not arriving into Geometry with the necessary prerequisite skills.

G7.B1.S1 Intensive review of Algebra I skills and previously learned geometric concepts at the beginning of the school year. Continual review of previous concepts while introducing new concepts.

Action Step 1

Teachers will provide structure and reasoning when presenting Geometric concepts to students, per Practice Standards in the CCSS. Struggling students (Level 1 - Algebra 1 EOC) will placed in Informal Geometry. Differentiated Instruction training provided for teachers. Common planning for teachers to plan lessons together and analyze data provided by formative assessments and progress monitoring. Teachers encourage struggling students to attend "Ramp it Up" tutoring provided twice per week.

Resource Type

Technology

Resource

TI-Nspire handhelds and Navigator Software, Electronic storage cart, coaching.

Funding Source

Grant funded (no RHS funds available)

Amount Needed

$40,000

G14. By the year 2014, there will be a minimum of a two percentage point increase for Level 4,5 students on the Alg I EOC Exam.

G14.B1 Many students lack the ability to process higher-order questions in mathematics.

G14.B1.S1 When presenting higher-level problems to students, Algebra I teachers will make sense of the problem, model problem solving strategies, and construct arguments to prove the process and the answer(s) are correct.

Action Step 1

Algebra I teachers will become more familiar with and use the Practice Standards in the CCSS in lesson design and implementation. Algebra teachers will collaborate to discuss and devise a plan for increasing rigor for higher order thinking skills.

Resource Type

Technology

Resource

TI-Nspires handhelds and Navigator software, Electronic storage cart, coaching.

Funding Source

Grant Funded (no RHS funds available)

Amount Needed

$60,000