



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ridgeview High School

466 MADISON AVE

Orange Park, FL 32065

904-213-5203

<http://rhs.oneclay.net>

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

39%

Alternative/ESE Center

No

Charter School

No

Minority Rate

37%

School Grades History

2013-14

A

2012-13

B

2011-12

A

2010-11

A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Ridgeview High School

Principal

Deborah Segreto

School Advisory Council chair

James McNider

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

Name	Title
William McKinney	Assistant Principal
Lorie West-Ricks	Assistant Principal
Kevin Staefe	Assistant Principal
Sherry Walsh	Reading/Intervention Coach
Florence Lafantant	RTI/Support Facilitator
Lori Featheringill	Guidance Department Head
Deborah Loudy	English
Trevor Clark	Math
Chris Daly	Social Studies
Joan Newton	Science

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

Pending

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

Chairman: Michael Crowley

Vice Chairman: Teresa Dixon

Advisory Members: Teachers: Josh Bice, Robert Canerella, Lydia Creel, Kristine Guha, Kimberly Lowe, Joseph McCoy, Christina Thomas, Scott Thomas, Andrew Sadlo.

Advisory Members: Support Staff: Sherry Hall, Joyce Padgett.

Advisory Members: Students and Parents: April Dean, Autumn Magee, Concetta Gillett, Lisa Dean, Marissa Burleson, Natalie Constanza.

Involvement of the SAC in the development of the SIP

The purpose of this Advisory Council will be to improve the quality of education for the students and promote communication, involvement and understanding among parents, faculty, students and community. The Advisory Council will have none of the power and duties now reserved for the Principal, the Superintendent, or the School Board.

Activities of the SAC for the upcoming school year

The Advisory Council serves in the following ways when requested:

1. Provides assistance to the Principal in the development of the School Improvement Plan required pursuant to Florida Statute 230.23 (18);
2. Assist the Principal in the development of the school budget annually;
3. Assist the Principal in the development of the annual report to parents; and
4. Provide whatever assistance is requested by the Principal

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

Based on the needs of the school, SAC committee will vote on allocation of funds as needed.

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

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Deborah Segreto

Principal	Years as Administrator:	Years at Current School: 1
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Credentials	Masters Degree Bachelor Degree
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Performance Record	Mrs. Segreto was an Assistant Principal from 2000-2006 at CHS. 2006-2012 she was the Vice Principal of Curriculum at CHS. In 2008-2009 she was named Assistant Principal of the Year for Clay County. 2012-2013 school year she became Principal at RHS.
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Sharon Walsh		
Full-time / District-based	Years as Coach: 9	Years at Current School: 5
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	BS Social Science Education at University from Southern Indiana MS Instructional Systems Majoring in Open and Distance Learning from Florida State University Pursuing Ph.D. in Educational Technology from University of Florida Certifications: Social Science 6-12, General Science 5-9, Math 5-9	
Performance Record	Endorsements: Reading K-12, ESOL K-12 Reading Coach: starting 9 years – the full length of the county program Teaching: starting 15th year in full-time teaching	

Classroom Teachers

# of classroom teachers	120
# receiving effective rating or higher	120, 100%
# Highly Qualified Teachers	100%
# certified in-field	120, 100%
# ESOL endorsed	18, 15%
# reading endorsed	8, 7%
# with advanced degrees	35, 29%
# National Board Certified	10, 8%
# first-year teachers	12, 10%
# with 1-5 years of experience	30, 25%
# with 6-14 years of experience	48, 40%

with 15 or more years of experience

30, 25%

Education Paraprofessionals**# of paraprofessionals**

41

Highly Qualified

41, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Recruitment Fairs

Advertisement on Job Board and school district website

Retain teachers

Peer Mentoring

Peer Teacher program

Buddy Program

All of the above items are the responsibility of the school principal, Ms. Segreto

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

Our school uses Highly effective teachers to mentor our new teachers. In addition, many of our mentor teachers are National Board certified. Our core subjects have common planning which helps with mentoring activities.

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

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

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

The School Based Rtl Leadership Team will focus meetings on the essential question: How can we develop and maintain a cross-curricular problem solving system to bring about the best in all our stakeholders? The School Based Rtl Leadership Team will work with the SAC, and the RHS Leadership Team to organize/coordinate Rtl efforts.

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

Principal Deborah Segreto serves as the facilitator of the School Based Rtl Leadership Team and provides a common vision for the use of data-based decision making, and ensures adequate professional development to support Rtl implementation.

Assistant Principals Kevin Staefe, Lori West-Ricks, William McKinney will participate in data collection and analysis, deliver Tier 1 interventions, and help to ensure adequate professional development to support Rtl implementation.

IB Counselor/Director Jane Greenawalt: Provides information about core instruction, participates in data collection and analysis, delivers Tier 1 interventions, and collaborates with staff to implement Tier 2 interventions.

General Education Teachers Debbie Loudy, Trevor Clark, Sandy Spencer, Sarah Fortune, Martin Brown, Chris Daly, Scott Thomas, Thomas MacPherson, and James McNider: Provide information about core instruction, participate in data collection and analysis, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, deliver Tier 1 instruction/interventions, and collaborate with staff to implement Tier 2/3 interventions, and integrate core instructional activities/materials with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher Florence Lafontant and Matt Cox: Participates in data collection and analysis, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, delivers Tier 1, 2, and 3 instruction/interventions, collaborates with teachers and staff to implement interventions, and integrates core instructional activities/materials with Tier 2/3 activities.

Reading/ Rtl Coach Sharon Walsh: Serves as a liaison between the district and the schools, assists with the implementation of the Rtl process, works closely with the SBLT, and assists teachers in selecting and monitoring interventions with students.

Library Media Specialists Darlene Goodier and Joyce Padgett: Serve to provide knowledge of both educational principles and media technology resources used to enrich the instructional program and support the goals for Rtl.

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

Review universal screening data and link to instructional decisions.

Review progress monitoring data.

Identify professional development needs and resources.

Collaborate, problem solve, and share effective practices.

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

Baseline Data: Assessment and Information Management System (Performance Matters), Florida Comprehensive Assessment Test (FCAT), Compass Learning

Assessments, Discipline Referral Data, Student Attendance Data, EOC Exams.

Progress Monitoring: Pearson Assessments, Compass Learning Assessments, Discipline Referral Data, Student Attendance Data

End of the Year: FCAT, Discipline Referral Data, Student Attendance Data

Frequency of Data Days: Monthly or as needed for data analysis

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

The administrators and selected members of School Based Rtl Leadership Team will participate in training that focuses on data-based decision making, building consensus, and supporting and evaluating

interventions. The School Based RtI Leadership Team will provide training throughout the year as needed based upon data collection and implementation concerns and evaluate additional staff professional development needs during the School Based RtI Leadership Team meetings.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students**Minutes added to school year:**

Mentoring/Tutoring: - RHS offers Saturday tutoring twice monthly and peer tutoring during the week with National Honor Society students.

Service Learning: Opportunities for service learning are available through clubs and extracurricular activities. In addition, the guidance department posts information about service opportunities.

Alternative Schooling: Bannerman Learning Center offers teen parents the ability to recover credits if necessary.

After School Opportunities: CCSD provides Adult Education courses after school at Orange Park High School after school for credit recovery.

Early Interventions

Early Childhood Education: RHS offers Pre-K through the Little Paws program.

Early Literacy Development: RHS offers Pre-K through the Little Paws program.

Making the Most of Instruction.

Active Learning: Students at RHS have multiple opportunities for active learning. For example, lab experiments are incorporated to enhance learning.

Educational Technology: RHS is equipped with enhanced classrooms, classroom computers, computer labs, and smart boards in addition to other subject-specific technology resources. Teachers at RHS are encouraged to maintain an instructional website.

Individualized Instruction: Individualized instruction plans are used for students with IEPs, 504s, and Rtl documentation. RHS offers after school peer tutoring, Saturday School, and differentiated instruction to assist students individually.

Systemic Renewal: RHS performs systemic renewal through academy advisory boards, OJT, Better Business, and the Chamber of Commerce.

School-Community Collaboration: Students have opportunities to take field trips to local state colleges.

Career and Technical Education:

Career and Technical courses are offered to prepare students for the workplace after graduation. In addition, RHS offers academies for CISCO and Culinary students.

Safe Schools: - RHS ensures safety through the use of the school resource officer, peer mediation, security cameras, tardy sweeps, and active supervision.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Multiple Data Sources.

Who is responsible for monitoring implementation of this strategy?

All Stakeholders.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Deborah Segreto	Principal
Mark Mckinney	Assistant Principal
Lori Ricks	Assistant Principal
Kevin Staefe	Assistant Principal
Sherry Walsh	Reading/Intervention Coach
Florence Lafantant	RTI/Support Facilitator
Lori Featheringill	Guidance Department Head
Deborah Loudy	English
Trevor Clark	Math
Chris Daly	Social Studies
Joan Newton	Science

How the school-based LLT functions

The School Based Rtl Leadership Team will also function as the Literacy Leadership Team (LLT)

Major initiatives of the LLT

The School Based LLT Leadership Team will focus meetings on the essential question: How can we develop and maintain a cross-curricular problem solving system to bring about the best in all our stakeholders? The School Based Rtl Leadership Team will work with the SAC, and the RHS Leadership Team to organize/coordinate Rtl efforts.

Every Teacher Contributes to Reading Instruction

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

By reviewing universal screening data and link to instructional decisions, review progress monitoring data, identifying professional development needs and resources, and by collaboration, problem solving, and sharing effective practices.

Teachers at Ridgeview High School are strongly encouraged to participate in the following professional development: CRISS Training, FOR-PD, CAR-PD, and Reading in the Content Areas. All teachers are provided with a copy of the FCAT Assessment Question Stems and FCAT Reading Glossary, and teachers are encouraged to incorporate reading in the content areas.

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

All students meet with their school guidance counselor to discuss performance and course options. Career and Technical courses are offered to prepare students for the workplace after graduation. In addition, ESE students participate in the Community Based Instruction program, where they work off campus to develop work skills.

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

All students meet with their school guidance counselor to discuss performance and course options.

Strategies for improving student readiness for the public postsecondary level

Ridgeview High School offers Honors, AP, IB , Dual enrollment and College Readiness courses in order to ensure college readiness. Students are provided with college/career planning through the guidance department and with opportunities for course and credit recovery through the online compass learning program. College presentations take place throughout the school year--students attend college presentations with college representatives on campus (arranged by the Career Specialist). They are also encouraged to attend the college-wide college night. In addition, RHS hosts parent nights for seniors to discuss postsecondary transition as well as a financial aid night for seniors and their parents. Our Career Specialist arranges a college visit for our seniors to spend a morning with our local state college [SJRSC]. Students listen to college speakers regarding the different degree programs they offer as well as other advising information for our seniors. In addition, our counselors meet individually with students yearly to go over student's SAT/ACT results and discuss SAT/ACT and college GPA requirements for entrance into our state colleges.

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	68%	64%	No	71%
American Indian				
Asian	74%	73%	No	77%
Black/African American	53%	42%	No	57%
Hispanic	73%	61%	No	76%
White	70%	69%	No	73%
English language learners	29%	54%	Yes	36%
Students with disabilities	58%	43%	No	63%
Economically disadvantaged	56%	54%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	699	63%	68%
Students scoring at or above Achievement Level 4	382	34%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		23%
Students scoring at or above Level 7	25	54%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	597	49%	54%
Students in lowest 25% making learning gains (FCAT 2.0)	597	49%	54%

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)	17	2%	7%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	309	28%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	327	29%	34%

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.	200	60%	65%

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	327	52%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	12	70%	75%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%		No	64%
American Indian				
Asian	84%		No	86%
Black/African American	53%		No	58%
Hispanic	56%		No	60%
White	63%		No	66%
English language learners				
Students with disabilities	65%		No	69%
Economically disadvantaged	59%		No	63%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	36%	41%
Students scoring at or above Level 7	14	31%	36%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	286	26%	31%
Students in lowest 25% making learning gains (EOC)	157	14%	19%

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.	225	67%	72%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	217	64%	69%
Students scoring at or above Achievement Level 4	88	26%	31%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	240	66%	71%
Students scoring at or above Achievement Level 4	126	35%	40%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	19	51%	56%
Students scoring at or above Level 7	10	27%	32%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	282	76%	81%
Students scoring at or above Achievement Level 4	123	33%	38%

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)	5		5
Participation in STEM-related experiences provided for students	5	100%	5%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	56	66%	5%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	5%
Students taking one or more advanced placement exams for STEM-related courses	160	19%	5%
CTE-STEM program concentrators	5		5
Students taking CTE-STEM industry certification exams	160	100%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	5%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	160	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	100%
Students taking CTE industry certification exams	160	100%	100%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	3	100%	100%
CTE teachers holding appropriate industry certifications	8	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	147	9%	5%
Students in ninth grade with one or more absences within the first 20 days	60	13%	8%
Students in ninth grade who fail two or more courses in any subject	27	6%	1%
Students with grade point average less than 2.0	189	11%	6%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	405	24%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	117	7%	2%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	4	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	359	82%	87%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	49	11%	6%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	42	9%	4%

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

Three hundred and twenty four (324) freshmen are enrolled at RHS for the 2013-14 school year. Freshmen parental involvement will improve over the previous year as measured by attendance at the freshmen orientation parent meeting and the parent/curriculum night sponsored by guidance.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
At the 2013 freshmen orientation meeting for parents, approximately 150 parents were in attendance. The number of stakeholders attending these meetings will increase to 5%.	150	50%	55%

Goals Summary

- G1.** Increase writing skills across all content areas.
- G2.** Strengthen professional learning communities.
- G3.** Increase student engagement in the learning process.

Goals Detail

G1. Increase writing skills across all content areas.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers
- Common Planning
- PLC's based content area focusing on "writing strategies"

Targeted Barriers to Achieving the Goal

- Teacher knowledge

Plan to Monitor Progress Toward the Goal

Student writing

Person or Persons Responsible

Content area teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Clay Writes, FCAT writes, DBQ's

G2. Strengthen professional learning communities.

Targets Supported

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

Resources Available to Support the Goal

- Expertise of highly qualified staff.
- Monthly curriculum council meetings to discuss administrations expectations of teachers and goals relevant to PLC content areas.

Targeted Barriers to Achieving the Goal

- Organization of time.
- Lack of knowledge

Plan to Monitor Progress Toward the Goal

Walk-through checklists, Comparing performance of teachers and students over time.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Year end reviews.

Evidence of Completion:

Observation and final IPDP

G3. Increase student engagement in the learning process.

Targets Supported

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

Resources Available to Support the Goal

- Professional development in small group instruction.

Targeted Barriers to Achieving the Goal

- Lack of training in collaborative learning.

Plan to Monitor Progress Toward the Goal

Walk-throughs, observations

Person or Persons Responsible

Administration

Target Dates or Schedule:

Yearlong

Evidence of Completion:

Evaluations, lesson plans, and walk-through data.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase writing skills across all content areas.

G1.B1 Teacher knowledge

G1.B1.S1 Organize the faculty by departments into PLC's for the school year.

Action Step 1

Create PLC'S focused on writing strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

1st quarter

Evidence of Completion

PLC outlines

Facilitator:

Mark Mckinney

Participants:

Content area teachers

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

PLC's

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of G1.B1.S1

Walk-throughs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

PD360, lesson plans

G2. Strengthen professional learning communities.

G2.B1 Organization of time.

G2.B1.S1 Provide common planning periods

Action Step 1

Administrator walk-throughs to identify implementation of skills and strategies of prescribed goals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly walk-throughs and observations

Evidence of Completion

Observations and walk-throughs.

Facilitator:

Department chairs

Participants:

PLC members

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Administrator reports of instructor performance

Person or Persons Responsible

Administration

Target Dates or Schedule

Post observations

Evidence of Completion

Observation scores, Final IPDP.

Plan to Monitor Effectiveness of G2.B1.S1

Walk-through checklists, Comparing performance of teachers and students over time.

Person or Persons Responsible

Administration

Target Dates or Schedule

Year-end reviews

Evidence of Completion

Observations and Final IPDP.

G2.B2 Lack of knowledge

G2.B2.S1 Provide proper training to teachers through department PLC's

Action Step 1

Faculty will create more student-centered learning activities.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Walk-throughs, observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Collaborative learning environments

Person or Persons Responsible

Faculty

Target Dates or Schedule

on-going

Evidence of Completion

Walk-throughs, observations

Plan to Monitor Effectiveness of G2.B2.S1

Teachers will create more student-centered learning activities.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Walk-throughs, observations

G3. Increase student engagement in the learning process.

G3.B1 Lack of training in collaborative learning.

G3.B1.S1 Increase lesson dynamics using multiple teaching resources (A/V, PC's, Labs, etc.) to establish best practices.

Action Step 1

Assess implementation of strategies through walk-throughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, PD360 templates

Facilitator:

Administrators

Participants:

Faculty

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

Administrators are providing learning opportunities for teachers through PLC's, and webinars

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearlong

Evidence of Completion

Evaluations, lesson plans, and walk-through data.

Plan to Monitor Effectiveness of G3.B1.S1

Administrators are providing learning opportunities for teachers through PLC's, and webinars

Person or Persons Responsible

Administration

Target Dates or Schedule

Yearlong

Evidence of Completion

Evaluations, lesson plans, and walk-through data.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase writing skills across all content areas.

G1.B1 Teacher knowledge

G1.B1.S1 Organize the faculty by departments into PLC's for the school year.

PD Opportunity 1

Create PLC'S focused on writing strategies.

Facilitator

Mark Mckinney

Participants

Content area teachers

Target Dates or Schedule

1st quarter

Evidence of Completion

PLC outlines

G2. Strengthen professional learning communities.

G2.B1 Organization of time.

G2.B1.S1 Provide common planning periods

PD Opportunity 1

Administrator walk-throughs to identify implementation of skills and strategies of prescribed goals.

Facilitator

Department chairs

Participants

PLC members

Target Dates or Schedule

Monthly walk-throughs and observations

Evidence of Completion

Observations and walk-throughs.

G3. Increase student engagement in the learning process.

G3.B1 Lack of training in collaborative learning.

G3.B1.S1 Increase lesson dynamics using multiple teaching resources (AIV, PC's, Labs, etc.) to establish best practices.

PD Opportunity 1

Assess implementation of strategies through walk-throughs.

Facilitator

Administrators

Participants

Faculty

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, PD360 templates

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase writing skills across all content areas.	\$2,000
G2.	Strengthen professional learning communities.	\$2,000
G3.	Increase student engagement in the learning process.	\$3,800
Total		\$7,800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School improvement	\$4,000	\$4,000
Professional Development	\$3,800	\$3,800
Total	\$7,800	\$7,800

Budget Details

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

G1. Increase writing skills across all content areas.

G1.B1 Teacher knowledge

G1.B1.S1 Organize the faculty by departments into PLC's for the school year.

Action Step 1

Create PLC'S focused on writing strategies.

Resource Type

Evidence-Based Program

Resource

Print materials, workshops, training resources, copiers, planners

Funding Source

School improvement

Amount Needed

\$2,000

G2. Strengthen professional learning communities.

G2.B1 Organization of time.

G2.B1.S1 Provide common planning periods

Action Step 1

Administrator walk-throughs to identify implementation of skills and strategies of prescribed goals.

Resource Type

Evidence-Based Program

Resource

Print materials, workshops, training resources, copiers, planners

Funding Source

School improvement

Amount Needed

\$2,000

G3. Increase student engagement in the learning process.

G3.B1 Lack of training in collaborative learning.

G3.B1.S1 Increase lesson dynamics using multiple teaching resources (AIV, PC's, Labs, etc.) to establish best practices.

Action Step 1

Assess implementation of strategies through walk-throughs.

Resource Type

Evidence-Based Program

Resource

Print materials, workshops, training resources, PLC books

Funding Source

Professional Development

Amount Needed

\$3,800