FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: RIVERVIEW HIGH SCHOOL

District Name: Sarasota

Principal: Linda Nook

SAC Chair: Linda Allen

Superintendent: Lori White

Date of School Board Approval:

Last Modified on: 10/15/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Linda Nook	BA- English Education, University of Wisconsin; Master of Science- Educational Leadership, California State University Principal	12	28	Principal of Riverview High School 2011-2012: Grade pending 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

		Certification- State of Florida			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.
Assis Principal	Erin Del Castillo	B.A. - English & Communication Arts, College of Mount Saint Joseph; M.S. - Educational Leadership, University of West Florida	3	3	Assistant Principal of Riverview High School 2011-2012: Grade pending 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.
Assis Principal	Melanie Dunham	B.A. — Physical Education, John Carroll University; Masters of Education, Kent State; Ed. Specialist Educational Leadership & Administration, National Louis University	8	11	Assistant Principal of Riverview High School 2011-2012: Grade pending 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.
Assis Principal	Glenn Wachter	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	2	12	Assistant Principal of Riverview High School 2011-2012: Grade pending 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.
		BS- Secondary Education- Georgia StateUniversity;			

Assis Principal	Kathy Wilks	M. Ed- Administration And Supervision- State University of West GA.ESOL Endorsement; Principal K-12 Certification; Math 6-12 certification	2	8	Assistant Principal of Riverview High School 2011-2012: Grade pending Principal at Brookside Middle School 2010-2011; Assistant principal at North Port High School 2005-2010.
Assis Principal	Dr. Paul Gallagher	A.B. - English, Stonehill College; Masters of Education in Secondary Ed., Boston State College; Ed. Doctorate, Leadership & Administration, Northeastern University	16	32	Assistant Principal of Riverview High School 2011-2012: Grade pending 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.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	SCIP (Sarasota County Induction Program) Mentors for beginning teachers	Assistant Principal Lead SCIP Mentor	On-going	
2	Regular Meetings with Teachers	Principal and Asst. Principals	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
133	4.5%(6)	8.3%(11)	51.9%(69)	35.3%(47)	88.7%(118)	0.0%(0)	9.8%(13)	8.3%(11)	17.3%(23)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jim Shaulis	Frank Tang	Professional Development Specialist is trained to coach instructional best practices.	Instructional tutoring, classroom observation, modeling, collaborative planning
Linda Cleary Margaret Jones Todd Johnson Jamie Massengale Karen Hamblin Becky Quinn	Kathy Jones Donna Cahoone Chris Feasley Kim Richards Pat Bliss Jason Means	Mentor is trained to coach instructional best practices.	Instructional tutoring, classroom observation, modeling, collaborative planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

[ ]

Title I, Part D

[ ]

Title II

[ ]

Title III

[ ]

Title X- Homeless

[ ]

Supplemental Academic Instruction (SAI)

[ ]

Violence Prevention Programs

[ ]

Nutrition Programs

[ ]

Housing Programs

[ ]

Head Start

[ ]

Adult Education

[ ]

Career and Technical Education

[ ]

Job Training

[ ]

Other

[ ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI Leadership team is comprised of a unique group of general education and exceptional student education personnel that facilitate PS/RtI as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. These individuals were selected because of their varied educational expertise, leadership abilities, relationships with students', faculty, and the desire to be an integral part of the systematic process which keeps students from falling behind. They reflect a wide cross section of staff who each bring a unique perspective to the team. At Riverview High School the RtI Leadership Team is composed of: Jason Means (RtI/PS Coach – Social Studies Department Chair); Pat Bliss (English teacher/Sponsor of Ram Page-School News paper); Kim Richards (ESE Liaison/School Advisory Council Teacher Representative/Former Data/Literacy Coach); Kathryn Sperber (Guidance Counselor);Nina James (Testing Coordinator); Jerry Zarling (Behavior Specialist); Lynn Crenshaw (Campus Security); Mark Wade (Exceptional Student Education Teacher/Athletics Coach); Travis Smith (Math Teacher/Athletics Coach); Jay Lorenz (Performance Based Diploma

Coordinator/Assistant Athletic Director/former Guidance Counselor); Linda Nook (Principal); Glenn Wachter (Assistant Principal).

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team meets to formally collaborate once a month to discuss and develop strategies consisting of: summative and formative data to identify school needs relative to class level academic needs, and individual student needs. However, other meetings occur through weekly collaborative meetings during common planning times. The team also meets monthly with the entire faculty to share information, and based on review of the data, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The school-based RTI Leadership Team will employ continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the small learning communities based on their collaborative planning strategic meetings, the SAC, and district teams composed of specialists in the areas of instructional need. On a monthly basis, District Based Leadership Team in collaboration with School Based Leadership Team will oversee the implementation of the SIP Plan.

MTSS Implementation

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

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all tiers. Data related to reading, mathematics, science and writing is utilized. Riverview High School will participate in the FAIR Reading assessment and utilize the Florida Achieves
Science assessments and benchmark assessments & mini-assessments for Algebra and Geometry. In addition, teachers will provide mini-assessments for writing. All of these data sources will help to identify students at each tier. In addition, quarterly surveys will be conducted at Riverview High School for staff to provide feedback regarding the effectiveness of strategies, along with recommendations for improvement.

Describe the plan to train staff on MTSS.

The school administrative team and key team members participated in RtI Positive Behavioral Support Model training. District instructional specialists have provided training to specific teachers and administrators of Riverview High School and the result is the establishment of a diverse team of administrators, faculty and staff. The RtI Team will provide training to the staff throughout the year, including 2011-12 data, priorities, desired outcomes and implementation. Updates will occur at staff meetings.

Describe the plan to support MTSS.

District personnel will provide ongoing training and support at the school level as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Principal; Assistant Principal; Content Area teachers(Language Arts, Reading, ESOL, ESE, History, World Language, Math); Testing Coordinator; Performance Based Diploma Coordinator and Teen Parent Liaison.

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

The principal provides guidance, planning and accountability for the team. All members provide specific feedback, monitor and disseminate data analysis, propose interventions, serve on the RHS DA-SIP Leadership Team, and serve as a resource to the instructional staff.

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

Major initiatives will focus on implementation of Common Core (text complexity, text features, writing, text based answers) and aligning Professional Learning Community activities through collaborative planning teams and department meetings; analyzing results of Progress Monitoring assessments, reviewing department needs assessments and emphasis on interventions for lowest quartile and all subgroups.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Teachers at Riverview High School will be provided monthly training on text complexity in preparation for Common Core State Curriculum to help students read content-based materials at a higher level of understanding. Teachers are also expected to complete training throughout the year that supports their Individual Professional Development Plans aligned with the PRIDE (Performance Appraisal Program). 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 will be offered to our 9th Grade Team teachers and expanded over the course of the next 5 years to include all teachers at RHS to address this need.

*High Schools Only

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

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

All Riverview students choose a career themed small learning community when they begin ninth grade and are able to change this selection each year if their career goals change. Each small learning community includes academic courses linked to applied and integrated courses focused on career options for students. Riverview Career Technical courses, Executive Internships, and Sarasota County Technical Institute programs directly connect high school subjects to post secondary options. In addition, academic course sequences connect to two and four year college programs.

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

Students begin their academic and career planning in eighth grade when they complete "CHOICES" inventory to identify their initial career options. Counselors meet with all freshmen to develop an electronic Four Year Academic and Career Education Plan using an "ePEP" (Electronic Personal Education Planner) on the www.FACTS (Florida Academic Counseling & Tracking for Students) Florida's official statewide student advising website. This "ePEP" allows students to select a course of study tailor-made to their post secondary goals. With the loss of a full-time career counselor, school counselors will provide additional support to students. Student "ePEP" is updated annually to insure that students' courses of study are individualized and continually modified based on needs, interest and career goals.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

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 postsecondary 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 postsecondary 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 administered the 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.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the year 2013, 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 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 25%(315) Level 3,4,5 - 71%(894)	Level 3 - 29% Level 3,4,5 - 73%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>New Common Core Standards, New Teachers, New Instructional Materials and Resources and unfamiliarity with FCAT 2.0</td><td>The school will utilize the Sarasota County Instructional Focus Calendar for reading and language arts. PD on Common Core.</td><td>Principal, Assistant Principal, Reading/Language Arts Department Chairs, LLT</td><td>Administrators will monitor Implementation of the IFC through classroom walkthroughs and regular observations.</td><td>Effectiveness will be reviewed through FAIR, FOCUS, and LLT evaluation assessment data</td></tr>
<tr><td>2</td><td>FAIR Assessment schedule adherence</td><td>Progress will be monitored using FAIR and FOCUS assessments three times throughout the year.</td><td>Assistant Principal, Reading/Language Arts Department Chairs, Testing Coordinator</td><td>FAIR and FOCUS data reports with be reviewed during collaborative planning and through professional learning community meetings</td><td>Fair and FOCUS Assessment Reports and Collaborative Planning Meeting Log & Notes.</td></tr>
<tr><td>3</td><td>Instructional Focus Calendar correlation to FCAT 2.0</td><td>Higher order questions will be included in lesson plans to increase cognitive complexity and vocabulary acquisition.</td><td>Principal, Assistant Principal</td><td>Lesson plans will be reviewed during classroom walkthroughs.</td><td>FAIR and FOCUS Assessment Reports</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 46%(579) Level 3,4,5 - 71%(894)	Level 4,5, - 48% Level 3,4,5 - 73%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Common Core Standards, New Teachers, New Instructional Materials and Resources and unfamiliarity with FCAT 2.	The school will utilize the Sarasota County Instructional Focus Calendar for reading and language arts.	Principal, Assistant Principal, Reading/Language Arts Department Chairs.	Administrators will monitor Implementation of the IFC through classroom walkthroughs and regular observations.	Effectiveness will be reviewed through FAIR and FOCUS assessment data.
2	FAIR Assessment schedule adherence	Progress will be monitored using FAIR and FOCUS assessments three times throughout the year.	Principal, Assistant Principal and Testing Coordinator	FAIR and FOCUS data reports with be reviewed during collaborative planning and through professional learning community meetings	Fair and FOCUS Assessment Reports and Collaborative Planning Meeting Log & Notes.
3	Instructional Focus Calendar correlation to FCAT 2.0	Higher order questions will be included in lesson plans to increase cognitive complexity and vocabulary acquisition.	Principal, Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs. Analysis of FAIR and FOCUS reports	FAIR and FOCUS Assessment Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the year 2013, 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. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(739)	70%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Common Core Standards, New Teachers, New Instructional Materials and Resources and unfamiliarity with FCAT 2.0	The school will utilize the Sarasota County Instructional Focus Calendar for reading and language arts.	Principal, Assistant Principal, Reading/Language Arts Department Chairs.	Administrators will monitor Implementation of the IFC through classroom walkthroughs and regular observations.	Effectiveness will be reviewed through FAIR and FOCUS assessment data.
2	FAIR Assessment schedule adherence	Progress will be monitored using FAIR and FOCUS assessments three times throughout the year.	Principal, Assistant Principal and Testing Coordinator	FAIR and FOCUS data reports with be reviewed during collaborative planning and through professional learning community meetings	Fair and FOCUS Assessment Reports and Collaborative Planning Meeting Log & Notes.
3	Instructional Focus Calendar correlation to FCAT 2.0	Higher order questions will be included in lesson plans to increase cognitive complexity and vocabulary acquisition..	Principal, Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs. Analysis of FAIR and FOCUS reports	FAIR and FOCUS Assessment Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(181)	69%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have been in the lowest 25% for multiple years.	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.	Administration, Department Chairs, ESE Liaisons, Reading Teachers	Monitor the benchmark assessments and document trends of progress.	FAIR/FOCUS Data, Progress Reports, Grade Reports
2	Poor Student Attendance	Counselors are assigned students by alpha to track and mentor the bottom quartile and stay in contact with parents.	Administration, Department Chairs, ESE Liaisons, Guidance Counselors	SWST and CARE meets weekly to discuss attendance issues and contact families.	Review weekly attendance sheets for progress.
3	No Literacy Coach at school.	Teachers will implement LLT strategies learned in Strats for Snacks. Work in PLC to develop Content Area Reading strategies. Teachers have access to USA Test Prep that aligns with FCAT 2.0.	Administration, Department Chairs, LLT, Content Area Teachers	Survey developed by LLT Snacks and Strats Evaluation by LLT	PLC Notes Percent of lowest quartile students making AMOs on FCAT 2.0. FAIR Data Survey Data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	77	80	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 79%(720) Hispanic 62%(74) Black 33%(26) Asian 81%(28)	White 77% Exceeded AMO Target Hispanic 63% Black 35% Asian 82%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Subgroup students continue to face achievement gap.	Lowest quartile students are monitored through guidance and administration.	Administration, Guidance, SWST Team	Dialogue in SWST	FAIR FCAT 2.0 Data
2	ELL/Language Acquisition	Classroom assistance through ELL aides. Reading/Remediation in ELL English and Reading courses. Language Dictionaries for ELL students	ESOL Liaison, Teachers, Administration, ELL Aides	Progress reports, Grade Reports, FAIR/FOCUS Assessments	CELLA, FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%	34%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	ELL/Language Acquisition	Classroom assistance from ELL aides. ELL support in ELL English	ESOL Liaison, Administration, ELL Teachers, ELL Aides	Progress Reports, Grade Reports, FAIR/FOCUS assessments	CELLA FCAT 2.0

1		and ELL Reading classes. Language Dictionaries Monthly monitoring in ELL meetings			
2	Poor Student Attendance	Counselor, Liaison, and Administrator is assigned the responsibility to track and mentor students with poor attendance and communicate frequently with parents.	Administration, Counselors, ESOL Liaison	SWST meets weekly to discuss attendance issues and contact families when necessary.	Weekly attendance monitored by SWST.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%	42%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD and subgroups' educational needs and proficiency rates vary greatly.	Level 1 students are in a READ 180 class. Level 2 students are in a block Reading/English class. Specific ESE classes are designated for certain students based on ability. SWST will work to monitor grades, behavior and attendance.	ESE Liaisons, Behavior Specialist, Administration, Guidance, Teachers	SWST minutes Progress Reports Grade Reports IEP Meetings/Data CARE minutes	FAIR Data SWST Data Teacher Progress Reports Grade Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%	53% Exceeded AMO Target

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor Student Attendance	Students will be monitored by alpha by guidance and administration who have 5 or more unexcused absences.	Administration, Guidance	Students will be brought to SWST and appropriate measures will be taken to increase student attendance.	SWST minutes
2	Students have deficient skills in reading.	Tutoring will be offered after school. The entire student population will be registered in USA Test Prep. Reading teachers utilizing READ 180, Take 10, FOCUS, and FAIR. LLT conducting Snacks for Strats for Content Area Teachers.	Administration, LLT, Content Area Teachers, Reading teachers	FAIR/FOCUS Data LLT Surveys Progress Report Grade Report	FCAT 2.0 Data FAIR/FOCUS Data Results of LLT Survey
3	Students do not have access to resources.	Students who do not have technology will be referred to the Texellence program (free laptops for students with no computer at home). Students who need basic needs (clothes, food, etc.) will be referred to our REACH Program.	Administration, Guidance, Texellence, RHS Foundation	Texellence Surveys REACH Closet Inventory	Texellence Surveys REACH Closet Inventory

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing student assessments (FAIR, SRI, Florida FOCUS and Formative Assessments) to plan for instruction and interventions	Grades 9-10 plus retakes	District Language Arts Specialist and Collaborative Planning (PLC) Leader	Language Arts and Reading Departments	September 2012-May 2013	Walkthroughs, observations and collaboration with teachers	Administrative Team
AP Training for any AP teacher who has not been to training in the last two years;	AP ; Grades 11-12;	AP Coordinator	AP Teachers	Ongoing	Walkthroughs, observations and collaboration with teachers	Administrative Team

English IV (PERT) & AP/IB Training	Grade 12 Teachers, AP, IB Teachers	Catherine Cocozza	Grade 12 Teachers, AP, IB Teachers	October 2012	Walkthroughs, observations and collaboration with teachers	Administrative Team
Angelweb training	Grades 9-12	Jason Mocherman	Content Area Teachers	September 2012-May 2013	Collaborative planning	Administration Team
CARPD	9-12 Teachers; Core Subjects	Catherine Cocozza	Core Subject Teachers	October 2012-Decemeber 2012	Practicum for CARPD Participants in Spring 2013	Administrative Team
Snacks for Strats - PD focused on Text Complexity, Text Features	9-12 Teachers; Core Subjects	LLT	9-12 Teachers; Core Subjects	September 2012-April 2013	Pre and Post Assessments for Each Session	LLT
Florida Reading Conference	9-12 Core Subjects	Conference facilitators	9-12 Teachers; Core Subjects	October 2012	Implementation of strategies into content areas	LLT

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
USA Test Prep	Test prep online that simulates what students will be asked on FCAT 2.0. Also, it give extra materials for students to work on skills.	SIP	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
READ 180	Upgrade of READ 180 to correlate with Common Core	SIP	$10,000.00
			Subtotal: $10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Amy and Rodger's Epic Detour	SIP	$200.00
Snacks for Strats	Subs for Facilitators	SIP	$600.00
Florida Reading Conference	Two teachers from LLT attending conference: subs, registration, hotel, transportation, meals	SIP	$1,000.00
			Subtotal: $1,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
RAMP It Up!	Reading tutoring After School	RHS Foundation	$2,000.00
ACT Tutoring (Reading)	ACT Tutoring After School	n/a	$0.00
			Subtotal: $2,000.00
			Grand Total: $14,300.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

	CELLA Goal #1:				

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	attendance parental involvement	• conduct monthly ELL committee meetings to discuss struggling (at risk) students (monitor grades, promotions, credits and graduation requirements • conduct 2 PLC (parent leadership) meetings along with 2 additional meetings to create specific agenda driven by wants and concerns of parents • work closely with teachers (make tools available for teachers to assist ELL students • push in aides to assist ELL students in content area classes	Administration, ESOL Liaison, ESOL aides,classroom teachers	• monitor using data from FCAT, FAIR, FOCUS and EOC • monitor students attendance • monitor student's grades quarterly	FCAT FAIR FOCUS EOC CELLA Weekly attendance reports Crosspointe

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By the year 2013, 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 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 47%(197) Level 3,4,5 - 65%(275)	Level 3 - 51% Level 3,4,5 - 69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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.	All Algebra I teachers will have common planning to plan lessons together and analyze data provided by formative assessments. Teachers will utilize benchmark assessments, mini-assessments,Focus testing to progress monitor student learning. Teachers will be trained in the use of the Instructional Focus Calendar to ensure benchmarks tested on the EOC are adequately taught and mastered in class. Students will have the opportunity to attend Ramp it Up tutoring after	Algebra Teachers Assistant Principal District Math Curriculum Specialist Ramp it Up Coordinator	Students will be administered the benchmark exam during 1st quarter. Students will take a district Alg. I mid-term. Students will be given mini-assessments/focus assessments to monitor learning. A log will be kept of student attendance at Ramp it Up tutoring.	Algebra 1 EOC Benchmark/Mini assessments Midterm exams Ramp it Up attendance logs

		school, twice per week to receive additional support in Algebra.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 18%(78) Level 3,4,5 - 65%(275)	Level 4,5 - 22% Level 3,4,5 - 69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students lack the ability to process higher-order questions in mathematics.	Algebra teachers will model problem solving strategies when addressing problems involving higher-order questions.	Algebra teachers Math Dept Chair Assistant Principal	Collaborative Planning Time Classroom walkthroughs	Collaborative Planning notes PRIDE Observation forms EOC Midterm grades

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian 92% Black 49% Hispanic 65% White 79%	Asian 83% Exceeded AMO Target Black 56% Hispanic 75% White 75% Exceeded AMO Target

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance for students impacts loss of instructional time and mastery of content.	Counselors/Administrators will review weekly attendance reports to monitor chronic absenteeism. Teachers will make phone calls home re: students with absentee problems. If problems continue, teachers will follow protocol to report attendance issues to guidance.	Algebra teachers Administration Guidance Counselors	Weekly attendance meetings SWST meetings	Attendance reports SWST notes
2	Struggling learners need additional support to ensure success in Algebra 1.	Incoming 9th graders who scored level 1 on FCAT math in 8th grade will be placed in an Intensive Math/Algebra 1 class with a common teacher. Students will have the opportunity to attend Ramp it Up tutoring twice per week to receive additional support in Algebra. Students who failed the EOC but passed Algebra 1 will be placed in an EOC Intensive Math class. Intensive Math teachers will use USA Test Prep and Math XL to determine and remediate deficiencies.	Algebra 1 teachers Intensive Math teachers Assistant Principal Ramp it Up tutor and coordinator	Benchmark assessments, mini-assessments, Focus testing Participation in Ramp it Up tutoring Performance on Fall Algebra 1 EOC	Assessment data Ramp it Up tutoring attendance logs EOC results
3	It is difficult for teachers to plan lessons that address students who have different learning profiles, interests, strengths, and weaknesses.	Teachers on the Freshman transition team and Fusion Reading/Intensive Math team will receive training in Differentiated Instruction.	Administration DI Trainers Algebra/Intensive Math teachers	Observations of classrooms to determine the level and effectiveness of implementation of the DI model.	PRIDE observation form Professional Development transcripts

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	51%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental involvement is sometimes a concern for our ESOL students.	The ESOL dept will conduct 2 PLC (parent leadership) meetings along with 2 additional meetings to create specific agenda driven by wants and concerns of parents. The ESOL liaison and aides will assist teachers and parents in communicating with each other through conferences and phone calls.	Administration ESOL Liaison ESOL aides	Participation in parent meetings Participation of parents in conferences and phone calls	Meeting notes Phone/Conference notes Open House attendance sheet
2	Difficulty with the English language can interfere with understanding Algebraic concepts and vocabulary.	The ESOL department will work with teachers on effective strategies and accommodations to help students acquire the skills and vocabulary. The ESOL department will push in aides to assist ESOL students in their Algebra classes where needed. An ESOL aide will assist students at Ramp it Up tutoring who may be limited in speaking English.	ESOL Liaison ESOL aides Administration Ramp it Up coordinator	Monitoring of ESOL students' grades in Algebra 1 Evidence of strategies being used by the teachers Ramp it Up attendance	Classroom walkthroughs Noted accommodations in lesson plans Quarterly grades EOC scores Ramp it Up attendance logs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%	45%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students with disabilities in math can have difficulty understanding the abstract concepts in Algebra.	Students with disabilities in Algebra 1 will be placed with a teacher dually certified in Math and ESE to ensure that specially designed instruction is provided to students.	ESE Algebra 1 Teachers Assistant Principal ESE Liaisons Ramp it Up	Observations and classroom walkthroughs IEP meetings Participation in Ramp it Up tutoring	EOC Benchmark/Mini assessments Algebra Midterms Quarterly grades

		Students will have the opportunity to attend Ramp it Up tutoring twice per week for additional support in Algebra. Current 9th grade students with disabilities in math will be placed in Algebra IA to allow more time for development and mastery of benchmarks. ESE students who failed Algebra 1 last year will be placed in a repeater Algebra 1 class with a dually certified teacher in math and ESE.	tutors/coordinator	Monitoring of grades by ESE liaisons.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%	67%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically Disadvantaged students sometimes do not have the resources necessary to help them to be successful in Algebra 1.	Information will be distributed regarding the Texcellence program for students who qualify to receive free laptop computers and internet in their homes. Free tutoring will be available through Ramp it Up tutoring. Students will also be able to receive SCAT passes for regular attendance to assist with transportation.	Administration Guidance Counselors Texcellence Coordinator Ramp it Up Coordinator	Increase in students having access to online resources. Participation in Ramp it Up Tutoring	Texcellence participation Ramp it Up tutoring attendance logs
2	Poor attendance for students impacts loss of instructional time and mastery of content.	Counselors/Administrators will review weekly attendance reports to monitor chronic absenteeism. Teachers will make phone calls home re: students with absentee problems. If problems continue, teachers will follow protocol to report attendance issues to guidance.	Algebra teachers Administration Guidance Counselors	Weekly attendance meetings SWST meetings	Attendance reports SWST notes

| 3 | Many economically disadvantaged students have higher mobility rates, resulting in gaps in learning and lack of prerequisite skills. | Incoming 9th graders who scored level 1 on FCAT math in 8th grade will be placed in an Intensive Math/Algebra 1 class with a common teacher.

Students who failed the EOC but passed Algebra 1 will be placed in an EOC Intensive Math class.

Intensive Math teachers will use USA Test Prep and Math XL to determine and remediate deficiencies. | Algebra 1 teachers

Intensive Math teachers

Administration | Benchmark assessments, mini-assessments, Focus testing

Monitoring of quarterly grades | Assessment data

Quarterly grade reports

EOC scores |

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance Prerequisite skills Need for additional support for struggling learners	Counselors/Administrators review weekly attendance reports to monitor chronic absenteeism Struggling students placed in Informal Geometry Ramp it Up tutoring provided twice per week for struggling learners Differentiated Instruction training provided for teachers Common planning for teachers to plan lessons together and analyze data provided by formative assessments.	Geometry teachers, Assistant Principal, District Math Curriculum Specialist	Benchmark & mini-assessments Classroom walkthroughs Attendance data EOC scores	EOC Benchmark/Mini assessments Attendance reports Midterm exams

| | | Students who failed EOC but passed Algebra 1 placed in EOC Intensive Math to strengthen Algebra and Geometry skills

Utilize Benchmark assessment and mini-assessment data to progress monitor student learning | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance Prerequisite skills Additional Support for struggling students Students are unable to process higher-order questions	Counselors/Administrators review weekly attendance reports to monitor chronic absenteeism Advanced students placed in Honors Geometry Ramp it Up tutoring provided twice per week for struggling learners Differentiated Instruction training provided for teachers Common planning for teachers to plan lessons together and analyze data provided by formative assessments Utilize Benchmark assessment and mini-assessment data to progress monitor student learning Teachers will model problem solving techniques when addressing problems involving higher-order questions	Geometry teachers, Assistant Principal, District Math Curriculum Specialist	Benchmark & mini-assessments Classroom walkthroughs Attendance data EOC scores	EOC Benchmark/Mini assessments Attendance reports Midterm exams

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance Prerequisite skills Need for additional support for struggling learners	Counselors/Administrators review weekly attendance reports to monitor chronic absenteeism Ramp it Up tutoring provided twice per week for struggling learners Differentiated Instruction training provided for teachers Common planning for teachers to plan lessons together and analyze data provided by formative assessments. Students who failed EOC but passed Algebra 1 placed in EOC Intensive Math class Utilize Benchmark assessment and mini-assessment data to progress monitor student learning	Algebra teachers, Assistant Principal, District Math Curriculum Specialist	Benchmark & mini-assessments Classroom walkthroughs Attendance data EOC scores	EOC Benchmark/Mini assessments Attendance reports Midterm exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making

satisfactory progress in Geometry.

Geometry Goal #3C:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	attendance parental involvement	• conduct monthly ELL committee meetings to discuss struggling (at risk) students (monitor grades, promotions, credits and graduation requirements • conduct 2 PLC (parent leadership) meetings along with 2 additional meetings to create specific agenda driven by wants and concerns of parents • work closely with teachers (make tools available for teachers to assist ELL students • push in aides to assist ELL students in content area classes Utilize Benchmark assessment and mini-assessment data to progress monitor student learning	Administration, ESOL Liaison, ESOL aides,classroom teachers	• monitor using data from FCAT, FAIR, FOCUS and EOC • monitor students attendance • monitor student's grades quarterly	EOC Benchmark/Mini assessments Attendance reports CELLA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Attendance Prerequisite skills Need for additional support for struggling	Counselors/Administrators review weekly attendance reports to monitor chronic absenteeism	ESE Geometry teachers, Assistant Principal, ESE Liaisons, District Math Curriculum	Benchmark & mini-assessments Classroom walkthroughs	EOC Benchmark/Mini assessments Attendance

| | | learners | SWD students placed in Informal or Geometry with ESE teacher | Specialist | Attendance data

EOC scores | reports

Midterm exams |
| 1 | | | Ramp it Up tutoring provided twice per week for struggling learners

Differentiated Instruction training provided for teachers

Common planning for teachers to plan lessons together and analyze data provided by formative assessments

Utilize Benchmark assessment and mini-assessment data to progress monitor student learning | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance Prerequisite skills Need for additional support for struggling learners	Counselors/Administrators review weekly attendance reports to monitor chronic absenteeism Struggling students placed in Informal Geometry Ramp it Up tutoring provided twice per week for struggling learners Differentiated Instruction training provided for teachers Common planning for teachers to plan lessons together and analyze data provided by formative assessments. Students who failed EOC but passed Algebra 1	Geometry teachers, Assistant Principal, District Math Curriculum Specialist	Benchmark & mini-assessments Classroom walkthroughs Attendance data EOC scores	EOC Benchmark/Mini assessments Attendance reports Midterm exams

		placed in EOC Intensive Math to strengthen Algebra and Geometry skills				
		Utilize Benchmark assessment and mini-assessment data to progress monitor student learning				

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
LEARN Training	Algebra 1 & Geometry	Todd Alexander	Alg. 1 and Geometry teachers	Oct. 2012	Use of LEARN in Alg. and Geometry classes	Kathy Wilks
Differentiated Instruction	9th Grade	Kelly Ellington	Freshman Transition Team and Freshman Fusion/Intensive Math team	Sept 2012-May 2013	Classroom walkthroughs	Kathy Wilks
Use of IFC for Algebra, Geometry, and Math for College Readiness courses	Algebra 1, Geometry, and Math for College Readiness	Evie Eddins	Alg. 1, Geometry, and Math for College Readiness teachers	Sept. 2012	Collaborative Planning meetings	Kathy Wilks
Analysis of Benchmark assessment data	Algebra 1 & Geometry	Evie Eddins	Alg. 1 and Geometry teachers	Sept 2012-May 2013	Collaborative Planning meetings	Kathy Wilks
Kagan Strategies for the Mathematics classroom	Math 9-12	Joyce Stiglitz	All Math Teachers	TBD	Classroom walkthroughs	Kathy Wilks
EOC Intensive Math training	EOC Intensive Math	Steve Posilovich	EOC Intensive Math teacher	August 2012	Monitoring of use of modules in LEARN	Kathy Wilks

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Ramp it Up Tutoring	Funds are used to pay for tutors and for SCAT passes for transportation	Riverview Foundation	$11,500.00
			Subtotal: $11,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Math XL Software	Alg. 1 Software to support our struggling learners in Intensive Math. The software is used to determine and provide remediation based on individual needs of each student.	Textbook funds	$900.00
	Software used by our EOC		

| USA Test Prep | Intensive Math classes to provide remediation based on individual needs. | General funds | $500.00 |

| | | | Subtotal: $1,400.00 |

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $12,900.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Riverview High School does not have any students currently slated to take the Science Alternative Assessment exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
We had one student who took this exam in 2012. She scored a 108 which placed her at level 7.	As it stands, we will only have one student taking this exam during the 2012-2013 school year. We expect this student to score at proficiency level or above.
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	In the 2013 school year we will see an increase in the number of students scoring in the upper third range on the biology EOC with a corresponding decrease in the number of students scoring in both the lower and middle third.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During 2012, we had 644 students take the Biology EOC. Of those 644 students, 22% scored in the lower third, 31% socred in the middle third, and 47% scored in the upper third.	In 2013, we expect to have roughly 650 students take the Biology EOC. We will have no more than 20% of those students scoring in the lower third, 30% in the middle third, and 50% in the upper third.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are unfamiliar with the new format for the instructional focus calendar.	Using district curriculum specialists, we will hold a training for biology teachers related to the new Biology I IFC.	Brad Porinchak will conduct the training for the biology teachers.	We will determine the effectiveness of this strategy by examining the mid-term exam grades and Benchmark assessment scores from this year as compared to last year.	AP 1 and AP2 Benchmark assessments. Biology Mid-term exam scores. Biology EOC scores.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	We will have 25% or our students who take the Biology EOC score at level four or above during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance from 2011-2012 on the biology EOC was reported in terms of percentage of students scoring in each third (lower, middle and upper). Riverview High School had 47% or our students scoring in the upper third range.	The results from the students taking the 2013 biology EOC will show 25% or more scoring at level four or above.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

| 1 | Lack of time for biology teachers to collaborate. | Biology teachers have had plannnig times scheduled so as to allow for attendance at weekly PLC meetings with their peers. Progress related to the IFC will be covered at each meeting. | Assistant Principal overseeing science. | Weekly meeting notes will be collected from all planning meetings. AP will review the notes to ensure continued focus on task. | Weekly PLC notes. |

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional Focus Calendar for Biology	Mostly 9th grade, but some 10th, 11th and 12th as well.	Department Chairperson, district curriculum specialist, assistant principal over science department	All Biology teachers	September 2012, short intro to IFC. October 19th, half day training on IFC. Weekly PLC meetings.	Weekly PLC meeting notes collected and checked for appropriate focus.	Glenn Wachter - AP Chuck Evans - Department Chairperson
Bi-monthly science department meetings	All grade levels and all science subjects.	Chuck Evans - Department Chairperson Glenn Wachter- AP over science	All Science teachers	Bi-monthly meetings starting in September will cover a new literacy based topic each time. The focus overall is to better teach the teachers how to help students read for information in the text.	Benchmark assessment scores and biology mid-term scores will be evaluated to show progress.	Chuck Evans - department chairperson Glenn Wachter- AP over science

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Weekly PLC meetings for all science teachers	No cost to school	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District run IFC trainings for biology teachers	Staff time	District staff members	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

| | | Bi-montly department meetings to focus on reading in the content area. | School staff time (literacy leadership team and science department staff) | No cost | $0.00 |

			Subtotal: $0.00

Grand Total: $0.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90%(567)	90%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students writing below proficiency-level	Implement school-wide writing program to ensure consistency and continuity of the following writing elements: Focus, Organization, Support, and Conventions.	Principal, Assistant Principal, Reading/Language Arts Department Chairs.	Review mock FCAT exams, language arts plans, and collaboration notes – PLCs target areas that need additional support.	Mock FCAT writing prompts.
2	Level of classroom implementation of best practice for teaching writing	Administrators will monitor classroom writing instruction.	Department Chairs	Lesson plans will be discussed during department meetings and PLCs.	Review lesson plans and collaborative planning action team notes.
3	Level of classroom implementation of best practice for teaching writing	Interdisciplinary unit(s) implementing writing concepts and skills.	Department Chairs	Administration will be aware of IFC's writing focus and monitor implementation throughout the classrooms by using walkthroughs	Effectiveness to be determined through student writing samples.
4	Inconsistency of grading on current rubric.	Study anchor sets and work with District on Writing Training.	Catherine Cocozza, Assistant Principal	Review mock FCAT exams, language arts plans, and collaboration notes – PLCs target areas that need additional support.	Effectiveness to be determined through student writing samples.

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.

2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(357)	61%

Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students writing below proficiency-level	Implement school-wide writing program to ensure consistency and continuity of the following writing elements: Focus, Organization, Support, and Conventions.	Principal, Assistant Principal, Reading/Language Arts Department Chairs.	Review mock FCAT exams, language arts plans, and collaboration notes – PLCs target areas that need additional support.	Mock FCAT writing prompts.
2	Level of classroom implementation of best practice for teaching writing	Administrators will monitor classroom writing instruction.	Department Chairs	Lesson plans will be discussed during department meetings and PLCs.	Review lesson plans and collaborative planning action team notes.
3	Level of classroom implementation of best practice for teaching writing	Interdisciplinary unit(s) implementing writing concepts and skills.	Department Chairs	Administration will be aware of IFC's writing focus and monitor implementation throughout the classrooms by using walkthroughs	Effectiveness to be determined through student writing samples.
4	Inconsistency of grading on current rubric.	Study anchor sets and work with District on Writing Training.	Catherine Cocozza, Assistant Principal	Review mock FCAT exams, language arts plans, and collaboration notes – PLCs target areas that need additional support.	Effectiveness to be determined through student writing samples.

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
English IV & AP/IB Training	AP, Grades 9-12	Catherine Cocozza	AP/IB Teachers, English IV Teachers	October 2012-April 2013	Walkthroughs, observations and collaboration with teachers	Adminsitrative Team
Angelweb training	Grades 9-12	Jason Mocherman	Content area teachers	September 2012-May 2013	Collaborative planning	Administration, dept chair
Writing Training at District Level	9-10th Grade Teachers	Catherine Cocozza	9-10th Grade English Teachers	October 2012-January 2013	Review mock FCAT exams, language arts plans, and collaboration notes – PLCs target areas that need additional support.	Administrative Team
AP Training for any AP teacher who has not been to training in the last two years;	AP ; Grades 10-12;	AP Coordinator	AP Teachers	Ongoing	Walkthroughs, observations and collaboration with teachers	Administrative Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

U.S. History End-of-Cource (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	

	2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Common Core Standards, New Teachers, New Instructional Materials and Resources and unfamiliarity with US History EOC	The school will utilize the Sarasota County Instructional Focus Calendar for US History	Principal, Assistant Principal, Department Chair	Administrators will monitor Implementation of the IFC through classroom walkthroughs, regular observations, and IPDP.	Effectiveness will be reviewed through EOC mini assessment data and collaborative planning notes
2	EOC Mini Assessment schedule adherence	Progress will be monitored using EOC mini assessments three times throughout the year.	Principal, Assistant Principal and Testing Coordinator	EOC data reports with be reviewed during collaborative planning and through professional learning community meetings.	EOC Assessment Reports and Collaborative Planning Meeting Log & Notes
3	Instructional Focus Calendar correlation to EOC US History	Higher order questions will be included in lesson plans to increase cognitive complexity and vocabulary acquisition..	Principal, Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs. Analysis of EOC mini assessment reports	EOC mini assessment Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Common Core Standards, New Teachers, New Instructional Materials and Resources and unfamiliarity with US History EOC	The school will utilize the Sarasota County Instructional Focus Calendar for US History	Principal, Assistant Principal, Department Chair.	Administrators will monitor Implementation of the IFC through classroom walkthroughs, regular observations, and IPDP.	Effectiveness will be reviewed through EOC mini assessment data and collaborative planning notes
2	EOC Mini Assessment schedule adherence	Progress will be monitored using EOC mini assessments three times throughout the	Principal, Assistant Principal and Testing Coordinator	EOC data reports with be reviewed during collaborative planning and through professional learning	EOC Assessment Reports and Collaborative Planning Meeting Log &

				community meetings.	Notes.
3	Instructional Focus Calendar correlation to EOC	Higher order questions will be included in lesson plans to increase cognitive complexity and vocabulary acquisition..	Principal, Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs. Analysis of EOC mini assessment reports	EOC mini assessment Reports

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional Focus Calendar for US History	All students enrolled in US History	Department Chairperson, district curriculum specialist, assistant principal over science department	All US History teachers	September 2012, short intro to IFC. October 19th, half day training on IFC. Weekly PLC meetings.	Weekly PLC meeting notes collected and checked for appropriate focus.	Assistant Principal Department Chairperson
Bi-Monthly US History/Social Studies department meetings	All students enrolled in US History	Department Chairperson, district curriculum specialist, Assistant Principal	All US History teachers	Bi-monthly meetings starting in Sept. focused on a new literacy based topic to help increase students reading retention.	Bench mark assessment scores and US History mid term scores will be evaluated to show progress.	Assistant Principal Department Chairperson
Sancks for Strats	All students enrolled in US History	RHS teachers (LLT)	All US History teachers	Once a quarter	Lesson e-mailed to to facilatator indicating a "snap shot" of lesson	Assistant Principal

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage. ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease . ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.3% (2610/2768)	96.3%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1318	1207
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students who have excessive absenteeism are more likely to ultimately drop out of school. Students who have high absenteeism are less likely to be	Guidance and Admin teams review weekly attendance reports to identify students beginning to exhibit attendance problems. Teen Parent program will have a fulltime	Guidance Counselors, Administration, Social Worker, Truancy Worker DE/AP teachers, administration	Review of absentee rate per quarter Monitoring of attendance and assignment of Saturday School to make up time for more than 5 absences in a quarter.	Attendance reports Attendance reports; Saturday School logs

| 1 | successful in Advanced courses, such as, Dual Enrollment and Advanced Placement | Social Worker to monitor attendance issues with students enrolled in program

Enforcement of attendance policy for Dual Enrollment and Advanced Placement courses | | | | |
|---|---|---|---|---|---|---|

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
123	123
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
94	94
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
239	239
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
168	168

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The safety of the students and staff is our number one priority. Despite our best efforts, at times, students still commit acts that create a dangerous situtaion, and therefore need to be suspended from the school program.	We will utilize our staff resources in a proactive manner. We will design and implement a structured supervision schedule for arrival, dismissal and transition times. We wil track when and where behavioral incidents occur, and relocate supervisory staff as needed to cover those areas. We will maintain a functional PBS program to encourage good behavior.	Administrative staff will design and monitor the supervision plan.	We will track the number of suspensions (both in and out of school) at the end of each quarter. Data from the current year will be compared with data from the previous three years to look for trends.	We saw a decrease in the number of suspensions last year and will expect to see a further decrease this year. The data will be analyzed at the end of each quarter to evaluate progress towards our goal.

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Riverview High school will maintain a functional Positive Behavioral Support (PBS) team.	PBS team will be comprised of staff from all grade levels and all academic disciplines.	Glenn Wachter (AP) will serve as the head of the PBS committee.	School wide	PBS committee formed in September 2012. Activities and meetings throughout the school year.	Discipline data will be evaluated at the end of semester one and at the end of the school year.	Glenn Wachter - AP

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives and rewards to support the PBS program.	Gift cards, coupons, and small scale consumable items will be purchased and given as incentives to those students who continue to show appropriate behavior.	A grant from the RHS foundation will be used to fund the program.	$1,000.00
		Subtotal:	$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal:	$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly meetings of the PBS team	N/A	N/A	$0.00
		Subtotal:	$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal:	$0.00
		Grand Total:	$1,000.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Dropout Goal For the School year 2012-2013, there will be a reduction in the percent of students who dropout of school. If the current dropout rate is 2.5 or higher, there will be a .4 percent reduction. If the current dropout rate is less than 2.5, there will be a .2 percent reduction. Graduation Goal For the school year 2012-2013, the percentage of students graduating from high school will increase. If the current graduation rate is less than 84 percent, there will be a minimum of a 4 percentage point increase

	for all subgroups. If the current graduation rate is 84 percent or higher, there will be a 2 percentage point increase.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2.2% (63)	2.0%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
0	0

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who fall behind on credits are at a higher risk of dropping out of school before earning a diploma	The Performance Based Diploma (PBD) program will provide students the opportunity to retrieve credits in order to graduate on time.	Drop Out Prevention Coordinator	Credits earned through PBD program; graduation rate of students enrolled in PBD program	AS400; academic history of students

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
APEX training	Grades 9-12	District personnel	PBD teachers	August 2012	Monitoring of effective use of APEX in the PBD classrooms	PBD coordinator, Administration

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Communication between school and home	Crosspointe will be available for students and parents to access student grades and attendance Open house to allow parents to meet and speak with teachers Parent-teacher conferences, phone calls/emails home Opportunities to volunteer in a variety of capacities in the classroom or extra-curricular activities	Administration, Guidance, PALS coordinator, teachers	PALS volunteer hours Teacher/parent conference notes Crosspointe records	Crosspointe PALS volunteer system

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

Please note that each Strategy does not require a professional development or PLC activity.

				Target Dates		

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Crosspointe training	Grades 9-12	K. Wilks	Parents,teachers	Sept. 2012	Use of Crosspointe by parents and students	Kathy Wilks

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase the number of students enrolling in STEM Career Academy courses by 10% (161). Schedule identified courses aligned to STEM Academy with 100% purity

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cost of marketing materials, Staffing cost for STEM summer camp, Summer camp enrollment.	Develop application process and marketing materials, recruitment visits to middle schools, summer camp.	CTE Assistant Principal, STEM Academy Teachers	Collect student applications; Monitor course enrollment reports	Course enrollment reports
2	Staffing/Certification	Professional Development in content area.	CTE Assistant Principal CTE Department. Chair	District PD, Certifications	Certification documentation
3	STEM summer camp	Recruitment visits to middle schools	CTE Assistant Principal CTE Department	Applications, enrollment reports	Total number of summer camp participants.

			Chair		
4	Staffing/Certification	Develop Master schedule to facilitate academy team planning	CTE Assistant Principal CTE Department Chair	Master Schedule	Master Schedule Collaborative Planning

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FLDOE CTE and Academic Integration Institute	9-12 Engineering	State PD department	All Stem academy teachers	Collaborative planning weekly meetings	District Professional Development System	CTE Assistant Principal CYE Department Chair
NG-CAR PD; NG-CATER	9-12 Engineering	CTE Department Chairperson	All STEM academy teachers	Professional development as scheduled	District Professional Development System tool	CTE Assistant Principal; CTE Department Chair
On line FACTE courses	9-12 Engineering	FACTE	All STEM academy teachers	Professional Development reporting system	Professional Development System reporting tool	CTE Assistant Principal CTE Department Chair
STEM Academy teacher cohort training in specified online FACTE courses	9-12 Engineering	FACTE	All STEM academy teachers	Professional Development reporting system	Professional Development System reporting tool	CTE Assistant Principal CTE Department Chair

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Increase the number of students who take Industry Certification Exams by 10%(216 total). Increase attainment of Industry Certification from 60% in 2011-2012 to 70% in 2012-2013. 100%(8) CTE instructional staff will earn NG-CAR-PD.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budgetary constraints	Utilize the State mini-grant for teacher Industry Certification	CTE Department Chair, CTE Assistant Principal	Pass rate of Industry Certification Exams	Enrollment reports, Industry Certification reports
2	Aligned instructional materials	Implement online instructional resources that align with industry certification exams	Assistant Principal Department Chair	Mini assessments Practice test Industry Certification Exans	Industry Certification reports
3	Access to content specific professional development	Individual Professional Development Plan (IPDP)	Assistant Principal Depart Chair	PRIDE (TES)	Final teacher evaluation Professional development system.
4	Access to content specific professional development	Individual Professional Development Plan (IPDP)	Assistant Principal Depart Chair	PRIDE (TES) Professional Development reporting system	Final teacher evaluation Professional development system.

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FLDOE CTE and Academic Integration Institute	9-12 Aquaculture, Digital Design, Engineering Entrepreneurship, International Business, Multimedia Design, Early Childhood Education	CTE Department Chair; CTE Assistant Principal	All CTE teachers Academy cohorts	Weekly Professional Learning Community meetings; Monthly CTE department meetings	District Professional Development Reporting System, Meeting minutes CTE Advisory	CTE Department Chair; CTE Assistant Principal
On Line FACTE professional development courses	All CTE courses	CTE Department Chair Assistant Principal	All CTE teachers Academy cohorts	PD as scheduled	District Professional Development reporting system	CTE Department Chair Assistant Principal
Perkins						

Professional Development Institute to support teacher industry certification	All CTE courses	CTE Department Chair Assistant Principal	All CTE teachers Academy cohorts	District provided professional development	Individual Professional Development Plan	CTE Department Chair Assistant Principal

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	USA Test Prep	Test prep online that simulates what students will be asked on FCAT 2.0. Also, it give extra materials for students to work on skills.	SIP	$500.00
Mathematics	Ramp it Up Tutoring	Funds are used to pay for tutors and for SCAT passes for transportation	Riverview Foundation	$11,500.00
Science	Weekly PLC meetings for all science teachers	No cost to school	N/A	$0.00
Suspension	Incentives and rewards to support the PBS program.	Gift cards, coupons, and small scale consumable items will be purchased and given as incentives to those students who continue to show appropriate behavior.	A grant from the RHS foundation will be used to fund the program.	$1,000.00
				Subtotal: $13,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	READ 180	Upgrade of READ 180 to correlate with Common Core	SIP	$10,000.00
Mathematics	Math XL Software	Alg. 1 Software to support our struggling learners in Intensive Math. The software is used to determine and provide remediation based on individual needs of each student.	Textbook funds	$900.00
Mathematics	USA Test Prep	Software used by our EOC Intensive Math classes to provide remediation based on individual needs.	General funds	$500.00
Science	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
				Subtotal: $11,400.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Study	Amy and Rodger's Epic Detour	SIP	$200.00
Reading	Snacks for Strats	Subs for Facilitators	SIP	$600.00
Reading	Florida Reading Conference	Two teachers from LLT attending conference: subs, registration, hotel, transportation, meals	SIP	$1,000.00
Science	District run IFC trainings for biology teachers	Staff time	District staff members	$0.00
Suspension	Monthly meetings of the PBS team	N/A	N/A	$0.00
				Subtotal: $1,800.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	RAMP It Up!	Reading tutoring After School	RHS Foundation	$2,000.00
Reading	ACT Tutoring (Reading)	ACT Tutoring After School	n/a	$0.00

Science	Bi-montly department meetings to focus on reading in the content area.	School staff time (literacy leadership team and science department staff)	No cost	$0.00
Suspension	N/A	N/A	N/A	$0.00
				Subtotal: $2,000.00
				Grand Total: $28,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/1/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Support the goals of the School Improvement Plan, particularly the Literacy Leadership Plan initiatives.	$12,506.00

Describe the activities of the School Advisory Council for the upcoming year

- Approval and monitoring of the implementation of the School Improvement Plan
- Approval of annual budget
- Provide stakeholder feedback and input on school-based initiatives and programs

AYP DATA

SCHOOL GRADE DATA

No Data Found

Sarasota School District RIVERVIEW HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	86%	83%	56%	288	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	75%			129	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	63% (YES)			106	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					523	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Sarasota School District RIVERVIEW HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	87%	85%	53%	289	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	76%			134	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	61% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					537	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested