Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School:

Rockledge High School

Area:

Central

Principal:

Anthony Hines

Area Superintendent:

Sandra Demmon

SAC Chairperson:

Kevin Rhyne

Superintendent: Dr. Brian Binggeli

Mission Statement:

The goal of Rockledge High School, through input of students, staff, parents, and community is to provide an environment which is safe, conducive to learning, hospitable and open to the free interchange of ideas.

Vision Statement:

Contributing excellence to our community

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

For the 2012 school year, RHS saw a sharp increase in overall points earned for the first year in five with a jump from 519 to 585. Over the course of the last couple of years the scoring methodology has changed significantly which has caused difficulty in maintaining year over year data which also makes trend comparisons difficult in most categories. Nevertheless, RHS has continued to improve and find success.

After a careful disaggregation of the current year data and careful analysis of trend data, where available, there are some important areas to point out.

For the 2011/12 school year, RHS saw an increase in the number of students scoring at or above grade level jumping to sixty four percent. RHS also saw an increase in the number of students making one year's worth of growth from fifty four to sixty two percent and a dramatic increase of the lowest quartile making a year's worth of improvement from forty three in 2010/11 to sixty four in 2011/12. There was also a drop in the number of students scoring at a level one by four percent from fourteen to ten percent. In comparison with the 2011 data the white subgroup saw a drop in the number of student scoring below grade level by sixteen percent a drop after the pervious years jump from thirty eight to forty three. The black subgroup also say a drop from seventy two percent to fifty six percent. And the economically disadvantage subgroup went from sixty three percent to fifty nine percent a return to the levels of three years ago. With a change occurring in the reporting scores for the ninth and tenth grade DSS and MDSS there are no real easy correlations. However, for the 2011 school year the number of ninth grade students scoring a level one went up by two percent from eight to ten percent, the number of level two students decreased four percent from twenty eight to twenty four percent and the number of students at level three dropped six percent from thirty four to twenty. However, there was an increase in both level four and level five students of three percent and five percent respectively. For the tenth grade the number of students at a level one dropped eleven percent from twenty one to ten percent, the number of level two saw a drop of four percent from thirty four to thirty percent, level three students rose five percent, from eighteen to twenty three percent, students at level four increased twelve percent from eleven to twenty three, and level five students went from fifteen to fourteen percent.

With all the testing changes going on with math this would essentially be considered a baseline year with the first set of data being reported for the new EOC exams. For the 2011/12 school year students were given an Algebra 1 and Geometry end of course exam. With little to compare RHS used school, district and state averages to compare its performance. While this data has no reference to previous year's data saw 70 percent of the students taking a math exam show at least one years of improvement while the lowest quartile showed an eighty one percent increase and the number of students at grade level at seventy five percent. These scores put RHS at the top of the district when compared to other high schools.

On the Algebra 1 EOC, RHS scored below the state and district mean scale score posting a 400 MSS two to eight points below the other averages respectively. Fifty seven percent of the students taking the test scored above grade level, again below both the district and state average. This is the first year there is reporting data for the Geometry EOC. On the Geometry EOC, RHS fared slightly better splitting the state and district average scores by posting a fifty mean scale score. No other data was reported worth analyzing. On both tests, RHS scored at about the middle of the pack of district high schools.

This is also the first time there is reporting data for the Biology EOC. For the 2011/12 school year RHS had a mean scale score of fifty two, matching the district average and beating the state average by three.

On writing, there are some factors that need to be understood before the numbers can be understood. For the 2011/12 testing year, RHS saw an increase in the number of students scoring at proficient by seventeen percent from seventy seven to ninety four. However, the number must be understood because the level of proficient was lowered from 3.5 to 3. RHS actually saw a drop in the number of students scoring at or above level three of two percent from ninety six to ninety four, and a drop in the number of students scoring at or

above level four by an even more significant number from seventy seven to forty one, a drop of eighteen percent. The average score also decreased by half of a point from 4.1 to 3.6. Had the passing scores remained the same RHS would not have done very well. Comparing RHS to the rest of the district, RHS jumped to the top of the list. However, in terms of what RHS has accomplished over the last few years these scores are not an improvement.

Analysis of Current Practice: *(How do we currently conduct business?)*

Rockledge High School is currently in its second year of implementation of a school wide PLC system. Two years ago, RHS piloted a half year PLC group and learned mountains about its culture and attitude. During the 2011 school year RHS implemented a PLC system that took into account all the lesson learned and grew basing its growth and plan on relevant research models. Our current PLC system will take this knowledge and again bring together a second year of implementation.

During the research, trial and implementation stages RHS discovered the need for strong communication, stakeholder input, and teacher buy-in as integral parts for implementation. The focus on teaching practices and not student performance was a change to the old way of thinking but embraced quickly. As a result a few changes were made and still in place today.

The process of continual improvement is a yearlong process for RHS. Data is however, generally assessed over the summer by the administration and the school advisory council chairperson. Important information is discussed by the Administrative Leadership Team and instructional decisions are generally developed for discussion with the School Wide Leadership team consisting of various leadership personnel. Here, administration and teacher leaders' scope out a direction and plan for the school year. Further instructional decisions are made by the Reading Leadership Team and individual departments as needed. Once a plan is in place the many stakeholders involved present and begin to lay out the years plan to the faculty. Much of this is covered during pre-planning but other parts are rolled out either as appropriate or according to the district policies and SIP timelines.

The process of continual improvement is completed primarily through the PLC's with support and guidance coming from the various leadership groups as needed. Data dissemination occurs regularly and the success of intervention strategies, either school wide or individual, is shared first through the PLC's and then whole group during faculty meetings.

The second year of implementation will continue to follow this structure and hierarchy as its primary reporting and organization method. While no implementation is without fail, this has worked reasonably well for the faculty and administration.

Through this current practice RHS has found a viable way to address issues discovered.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Rockledge High School is making an effort to bring state, district and school based initiatives together with the SIP and other relevant research to create one coherent direction for our school-based objective.

As we have indicated in the past, research says that the best way to improve a school and the quality of instruction is to develop and implement a Professional Learning Community. According to the National Commission on Teaching, collegial interchange, not isolation, must become the norm…they must become the building blocks that establish a new foundation for American schools. As a result, RHS has been working to establish a working PLC system that continually fosters open communication between teacher and administration. This PLC structure, and the inclusion of teacher leaders and other stakeholders has also given a voice to everyone in the decision making process.

Further, research by Dufour asserts that the work in these PLC's should be student focused, and that the decisions made should be made in the best interest of the students. However, the big idea is that we should be directing that focus on professional development of professional practices, in an academic, researched based, environment. This research is supported by the direction of the SIP where student improvement should take place through changes in professional practices, or as the district often refers "big people" strategies. Essentially, the strategy becomes secondary to the practice. Evaluation of the strategy is concerned more with teacher knowledge and implementation rather than student performance. However, performance is the

indicator, in most cases, of student success. The two must work hand in hand. The PLC system then gives teachers the access to develop professional practices, a venue to perfect practices, and an outlet for feedback. All in an effort to improve student performance.

National Commission on Teaching also indicates that vertical and horizontal lines of communication are essential to the process of collegial interchange of ideas. To this, RHS create a multi-tiered PLC organization. At every stage of the communication process there are stakeholders sharing and adding information for the next level and in the RHS model, the communication is truly a "two way street". The tiered system fits perfectly into the culture and needs of the school, and is reflective of the research that is guiding the practice.

This year there are some additions that will more closely align the SIP to the new appraisal system and other initiatives of the district. According to research from D. Royce Sadler and the University of Queensland assessment and feedback is an important part of the learning process. According to Sadler, a thorough understanding of the formative and summative assessments, the qualitative and quantitative data they produce, and the timeliness and quality of the feedback affect student learning almost as much as the strategies used to deliver the instruction. A thorough understanding of the use of each type of assessment and a quality approach to implementation of that assessment, on a continual basis, is essential to making informed decisions about instruction.

In an effort to make our SIP more relevant to our daily practices in the classroom and essentially, vice-versa, the objective is aimed at making teachers more aware of assessment methodology and feedback. This fits in perfectly with the objectives of the new appraisal system, the requirements of the PGP and will tie the professional development taking place in the PLC's directly to the continuous improvement of the school.

To support our staff further, the school based leadership team and the RLT will work to facilitate training for teachers to use AVID, MESH, and BEST strategies as formative assessment and then provide training on how to use the qualitative data gleaned from that assessment to drive instruction. Teachers will then be able to use the PLC's as an avenue to discuss issues with the implementation of the strategies and how best to use the data to give feedback and drive instruction and assess the growth, concerns and barriers of their common student groups.

As our data indicates there is some moderate growth in some areas. To truly grow, RHS needs to use the research and the PLC's currently in place to concentrate its efforts on better instruction. With a laser focus on assessments and feedback, RHS will be able to better serve its student body, improve instruction and according to research have more of an effect on student outcomes.

RHS will also continue to provide the reading and science intervention it has in place now. Students not scoring at proficiency will be identified and placed in the appropriate remediation program. Based on reading levels students will be placed into reading remediation programs. Post-secondary remediation funds will be used to purchase an additional teaching, reading endorsed instructor, to accommodate the needs of the students.
RHS will also focus on the purchase of additional resources which will also us to accommodate classroom instruction and reading literacy. The school advisory council will purchase supplies that will allow teachers the chance to do literary circles and content area teachers to focus in research and reference by funding the purchase of Nooks and additional nonfiction texts books for the coming school year.

RHS will continue to utilize the computer programs: Voyager, READ180, and Hampton Browns EDGE, according to benchmark data. Dr. Arts Science and the University of Texas EDGE programs of science will also be purchased and used by the science department.

CONTENT AREA:

☒Reading	☒Math	☒Writing	☒Science	☐Parental Involvement	☐Drop-out Programs
☒Language Arts	☒Social Studies	☒Arts/PE	☐Other:		

School Based Objective:

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Rockledge High School will use its PLC system to focus on the use of formative assessments and feedback to drive instruction and increase student performance

Strategies: *(Small number of action oriented staff performance objectives)*

	Barrier	Action Steps	Person Responsible	Time	Budget	In-Process Measure
1	New teachers have not been given the training on PLCs, BEST,AVID etc.	Use RHS 101 as a means for training new teachers on what these tools are and how we have implemented them at RHS.	The RHS 101 Teacher Team and New Teacher Mentors	August – October	0.00	Attendance Records
2	Teachers have forgotten or are not aware of the assessment piece (module four) of BEST.	Use various means of dissemination to cover the essential parts of assessment	RLT, SAC Chair, Curriculum AP, Principal	Ongoing	0.00	Meeting records
3	Teachers have forgotten or are not aware of the functions of a PLC group or are interested in doing additional action research within their PLC	Remind teachers they have access to the PLC library purchased last year to become more familiar with the ways PLC's can benefit their practice.	SAC Chair	Ongoing	0.00	Check out record, feedback and action research
4	The need to create new PLC groups based on common students	Create rosters of English teachers and have faculty sign up with the group that maximizes common students	Curriculum AP	Before District due date of PLC	0.00	Create of PLC groups and Common student lists
5	Teachers need an understanding of data, strategies, and SIP objectives	Cover pertinent data, and discuss with faculty the instructional decisions made by the leadership teams and the direction for the school year.	Principal, Curriculum, and SAC Chair	Pre-planning –Sept. and ongoing	0.00	Meeting agendas and minutes
6	The need to learn, understand, and perfect strategies for student improvement	Use PLC's to develop a training and implementation plan for the school wide strategy.	RLT, Curriculum AP, and PLC's	Creation of PLC's and ongoing	0.00	PLC meeting agendas, training materials, and faculty meetings

						minutes.
7	RHS has several data indicators it is looking to address and strategies to address them which will be used as part of the implementation of the school wide strategy	The use of Admit and Exit Slips as a formative assessment.	Reading Coach, SAC Chair, Curriculum AP	First PLC Meeting	0.00	The creation of tools, PLC meeting minutes and rosters
	a.	How to use Admit and Exit slips to focus on higher level questions	Reading Coach, SAC Chair, Curriculum AP	First PLC Meeting	0.00	The creation of tools, PLC meeting minutes and rosters
	b.	How to use Admit and Exit slips to focus on Vocabulary	Reading Coach, SAC Chair, Curriculum AP	Jan	0.00	The creation of tools, PLC meeting minutes and rosters
	c.	How to use Admit and Exit slips to focus on writing with a purpose, and in the content area	Reading Coach, SAC Chair, Curriculum AP	Nov	0.00	The creation of tools, PLC meeting minutes and rosters
8	The need to update and adjust direction at regular intervals	Use regular data collection and the qualitative and quantitative outcomes to update and adjust PLC direction.	Principal, Curriculum AP, Reading Coach, SAC Chair, various leadership groups	Mid-year and end of year	0.00	Meeting agendas and minutes
9	There are not enough classroom sets of classic literature for teacher to focus on Literacy Analysis	Purchase 10 Nooks for use by classroom teachers for support in Literary Analysis	Media Specialist	Per-SAC approval and SIP approval	1240.00	Check-out records
10	Not enough current nonfiction for reference and research instruction	Approval to spend SAC fund to purchase books from the Junior Library Guild	Medial Specialist	Per-SAC approval and SIP approval	513.00	Check out Records
11	A need to focus on remedial science instruction to improve student performance	Continue our subscription to the University of Texas EDGE program	SAC Chair and Science Chair	Ongoing	170.00	Use of program

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Qualitatively RHS will begin to develop and highlight the relationship between professional practice and student achievement by using assessments regularly in the classroom. By using formative assessments on a consistent basis, teachers will be able to more accurately distinguish between student issues and instructional issues. The PLC will not only provide the teacher with common students to track but also a means to discuss instructional obstacles. With a laser focus on student performance teachers will be able to more accurately address student issues, differentiate instruction, and make instructional changes more quickly thus improving student achievement.

Quantitatively RHS will be able to use the PGP and Evaluation process to measure the quality of implementation in each room. As a fundamental part of the PGP rubric and BEST module four, teacher are expected to be using formative assessments in their classroom instruction so from an outcome measure perspective, the training and support teachers are getting throughout the year should culminate in the practice being evident and measurable based on the criteria set forth in the appraisal system.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Qualitatively students will be more aware of their achievement because assessment will occur more frequently and feedback will be more consistent and timely.

Quantitatively, teachers with common assessments will be able to see directly the effect various assessments have had on their student performance.

RHS will also use DA baseline and mid-year data, Voyager, EDGE, FCAT, EOC, READ180, SRI, Fair, and district writing assessments to track and review student performance data.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. To increase the number of students scoring at or above proficient and to continue to focus on the bottom quartile to increase the number of students making a year's worth of progress.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): 1. Not enough books or access to books for teachers to focus on literary analysis (class sets) 2. Not enough nonfiction textbooks for students to work on reference and research.		
Strategy(s): 1. To purchase 10 Nook's from Barnes and Noble to allow for literary circles and more access to class sets 2. To purchase more nonfiction books through the Junior Library Guild		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** 1.	26% = 163	31% = 196
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** **Strategy(s):**	16% = 1	33% = 2

1.		
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s):** **Strategy(s):** 1.	33% = 212	36% = 227
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** **Strategy(s):** 1.	33% = 2	50% = 3
Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** **Strategy(s):** 1.	50% = 3	66% = 4
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** 1.	64% = 393	67% = 422
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**		
Student subgroups by ethnicity NOT making satisfactory progress in reading : White; Black; Hispanic; Asian; American Indian;	Enter numerical data for current level of performance 27% 56% 59% 83% 25%	Enter numerical data for expected level of performance 22 50 54 75 20
English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	75% = 3	50% = 2
Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	78% = 37	63% = 30
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	51% = 102	45% = 90

Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring

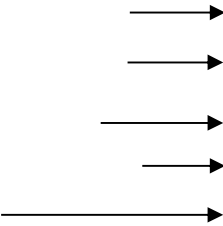| CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:**			
2012 Current Percent of Students Proficient in **Reading:**			
2012 Current Percent of Students Proficient in **Writing**:			

Mathematics Goal(s): 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Anticipated Barrier(s): 1.		
Strategy(s): 1.		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** 1.	**80% = 183**	**85% = 195**
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** 1.	**33% = 2**	**50% = 3**
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s):** **Strategy(s):** 1.	**N/A**	**N/A**

Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** 1.	**16% = 1**	**33% = 2**
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	**50% = 1**	**50% = 1**
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	**81% = 17**	**85% = 18**
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	0	0
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**		
Student subgroups by ethnicity : ⟶ White: ⟶ Black: ⟶ Hispanic: ⟶ Asian: American Indian: ⟶		
English Language Learners (ELL) not making satisfactory progress in Mathematics		
Students with Disabilities (SWD) not making satisfactory progress in Mathematics		
Economically Disadvantaged Students not making satisfactory progress in Mathematics		

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring

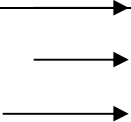| Writing Goal(s): 1. To increase the number of student scoring at a level four or higher.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): 1. **Not enough of a focus on the elements of good writing such as grammar, spelling and punctuation.** 2. **Writing with a purpose** **Strategy(s):** 1. **Use the 2012 FCAT writes rubric to focus attention on the elements of good writing.** 2. **Use the school based objective and strategy of Admit and Exit slips to support students writing to a specific topic, audience, subject**		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	94% = 303	95% = 315
Florida Alternate Assessment: Students scoring at 4 or higher in writing	66% = 2	66% = 2

Science Goal(s) (High School) 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** 1.		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	0% = 0	0% = 0
Florida Alternate Assessment: Students scoring at or above Level 7 in Science	100% = 3	100% = 3
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. White: Black: Hispanic: Asian: American Indian:	NA	NA
English Language Learners (ELL) not making satisfactory progress in Algebra	NA	NA
Students with Disabilities (SWD) not making satisfactory progress in Algebra	NA	NA
Economically Disadvantaged Students not making satisfactory progress in Algebra	NA	NA

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Algebra**:**	52% = 87	60% = 100
Students scoring at or above Achievement Levels 4 and 5 in Algebra:	5% = 8	10% = 17
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. ⟶ **White:** ⟶ **Black:** ⟶ **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Geometry**:**	NA	NA
Students scoring at or above Achievement Levels 4 and 5 in Geometry:	NA	NA
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **White:**	NA	NA

⟶ **Black:**			
⟶ **Hispanic:**			
English Language Learners (ELL) not making satisfactory progress in Geometry	NA		NA
Students with Disabilities (SWD) not making satisfactory progress in Geometry	NA		NA
Economically Disadvantaged Students not making satisfactory progress in Geometry	NA		NA

Biology EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology**:**	NA	NA
Students scoring at or above Achievement Levels 4 and 5 in Biology:	NA	NA

Civics EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Civics**:**	NA	NA
Students scoring at or above Achievement Levels 4 and 5 in Civics:	NA	NA

U.S. History EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History**:**	NA	NA
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:	NA	NA

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2**:			

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

PARENT INVOLVEMENT:
According to the Five Star School Award application submitted by Rockledge High School, we have a very diverse and active community. This community has reached out to support the activities and goals of RHS in many different ways, and their time and services help improve school – community relations in a positive way. These interactions also prove to have a positive impact, academically providing mentoring, supplies, career shadowing, and various volunteering opportunities. This impact is further seen on our various academic and athletic teams where active booster clubs and parent organizations volunteer at our various events. RHS currently meets the Five Star Program expectation that the number of volunteer hours exceed twice the number of students enrolled. Rockledge High School earned a total of 3,792.35 hours served for the 2011/12 school year. Currently, parents and the community have a myriad of ways to learn about and volunteer at Rockledge High School. Through our various academic and Academy programs parents are encouraged to join in on projects, field trips, and lessons. There are also opportunities for parents to volunteer through our academic and athletic teams. The RHS website is updated to reflect daily events, and our connection with the city gives us updates through the cities. Signage, website and Facebook accounts. The quarterly newsletter is another method through which parents are informed. Through the School Advisory Council, parents also sit on the district Parent Leadership Team and continually inform the SAC about important parent events and initiatives, which are disseminated by synervoice school-wide when and where appropriate.
Years of research show that community and parent involvement within the structure of the school has positive effects on participation, morale and performance. According to research published in Education Weekly, this involvement increases grades, test scores and graduation rates. It also works to lessen the rate of suspensions, discipline and absenteeism. One surprising piece from that research shows that parental involvement has a greater net effect than any other factor, including socioeconomic status. This evidence further validates the steps RHS has taken to improve community relations and increase parental involvement.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)
Rockledge High School attendance rate for 2011/12 was 95.71. RHS has continuously met or exceeded its 95% mark over the last few years. Several years ago, RHS addressed its attendance issues by reevaluating its policies on tardies, absents,

SUSPENSION:
Rockledge High School has a multi-pronged approach to dealing with suspensions. For the current school year an intervention program was implemented that recognizes the challenges freshman students face in dealing with the transition from middle school to high school. So many of these students find themselves on the discipline ladder and in some cases unable to participate in extra-curricular activities because of they do not understand the significance of their actions. As a result Rockledge High School has implemented a intervention that places non-violent first time offenders with a mentor who then discusses the infraction and outlines ways to deal with or stay away from disciplinary issues in the future.
RHS has also worked to decrease the number of suspension it has by continuing its Saturday school program which is aimed specifically at keeping students in the classroom and in school. To date, RHS has found that the Saturday school program has decreased the number of suspensions and has worked to increase the attendance rate.

DROP-OUT (High Schools only):
For the 2011/12 the drop-out prevention programs served 33 students, of those students 17 were seniors and of those 15 graduated with a regular diploma. All 33 of the students enrolled saw an improvement in their GPA by almost a full point and the average number of credits earned was 7.2.
Our Credit Recovery program served 94 students working on a total of 28 subjects offered. 87 of those students saw an increase in GPA and Credits Recovered. In 2011/12 at least 50 students completed at least one course and 37 completed more than 2 courses. Rockledge High School currently has implemented a multi-tiered approach to drop-out prevention by implementing academy and CTE programs to accommodate students with various interests. RHS still promotes its credit recovery and its drop-out prevention program, Genesis. Through an intensified focus on

student success, teachers and guidance counselors work to identify students not on track to graduate and allow for before, during and after school credit recovery. RHS is also working to identify ways of decreasing suspensions by offering Saturday school options.

According to national data and research on dropout prevention, schools should have in place a multi-tiered approach to dropout prevention. This approach should include steps at every level of academic achievement and through every part of the organization. A complete horizontal and vertical approach would include multiple academic programs to stimulate interest for all students in all achievement levels, instructional models that promote multiple learning styles, last resort programs for credit recovery, and full-fledged drop out programs for students who fall behind significantly enough that a traditional setting cannot provide the support needed to achieve. Schools should also look at local data and take into account attendance and discipline matters as factors for student success and create strategies for dealing with these issues in school rather than strategies

POSTSECONDARY READINESS: (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? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)