

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) Form SIP-1

### 2012-2013 SCHOOL IMPROVEMENT PLAN

## PART I: SCHOOL INFORMATION

School Name: Riverview High School	District Name: Hillsborough County
Principal: Robert Heilmann	Superintendent: MaryEllen Elia
SAC Chair: Marygrace Farina	Date of School Board Approval:

### Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

### Highly Qualified Administrators

List your school's highly qualified 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)	Number of Years at Current School	Number 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	Robert Heilmann	MA Counselor Ed; MA Ed Leadership; BS Social Studies  English 6-9 Social Studies 9-12 Ed. Leadership	14	18	12/13: ? 11/12: A 85% AYP 10/11: B 85% AYP 09/10: A 77% AYP

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Assistant Principal Curriculum	Cathy Bramlett	MS Ed Leadership BS Fam/Con Sci  School Principal Fam/Con 9-12	14	14	12/13: ? 11/12: A 85% AYP 10/11: B 85% AYP 09/10: A 77% AYP
Assistant Principal For Administration	Kevin Massena	MA Ed Leadership BS Zoology  Chemistry 9-12 Biology 9-12 Ed. Leadership	11	6	12/13: ? 11/12: A 85% AYP 10/11: B 85% AYP 09/10: A 77% AYP
Assistant Principal for Student Affairs	Steve Houle	MA Ed Leadership BS. Criminology  Social Studies 6-12 State Cert. Coach Ed. Leadership	11	6	12/13: ? 11/12: A 85% AYP 10/11: B 85% AYP 09/10: A 77% AYP
Assistant Principal for Student Affairs	Yolanda Dowling- Dickey	MS Ed Leadership BS Biology Ed  Biology 6-12 Ed. Leadership	13	13	12/13: ? 11/12: A 85% AYP 10/11: B 85% AYP 09/10: A 77% AYP
Assistant Principal for Student Affairs	Michael Sexton	Med Ed Leadership BA English & Journalism  English 6-12 Ed. Leadership	6	4	12/13: ? 11/12: A 85% AYP 10/11: B 85% AYP 09/10: A 77% AYP

**Highly Qualified Instructional Coaches**

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

List your school’s highly qualified 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)	Number of Years at Current School	Number 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)
Reading	Marygrace Farina	MA Reading BS Elem Ed.  Elem. Ed. 1-6 ESOL K-12 Reading K-12	7	1	12/13: ? 11/12: A 10/11: B 85% AYP 09/10: A 77% AYP

**Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
▪ Teacher Interview Day	General Directors	June 2011	▪ Teacher Interview Day
▪ Recruitment Fairs	Supervisor of Teacher Recruitment	ongoing	▪ Recruitment Fairs
▪ Performance Pay	General Director of Federal Programs	ongoing	▪ Performance Pay

### **Non-Highly Qualified Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

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
Teachers <ul style="list-style-type: none"> <li>• 9 out of field</li> </ul>	Depending on the needs of the teacher, one or more of the following strategies are implemented. <p><b><u>Administrators</u></b>                      Meet with the teachers twice a year to discuss progress on:</p> <ul style="list-style-type: none"> <li>• Preparing and taking the certification exam</li> <li>• Completing classes need for certification</li> </ul> <p><b><u>Academic Coach</u></b></p> <ul style="list-style-type: none"> <li>• The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis</li> </ul> <p><b><u>Subject Area Leader/PLC</u></b></p> <ul style="list-style-type: none"> <li>• The teachers will attend PLC meetings for on-going professional development</li> </ul>

### **Staff Demographics**

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	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
138	.02% (4)	22% (31)	43% (59)	32% (44)	44% (61)	.09% (12)	.07% (10)	.15% (21)

### **Teacher Mentoring Program**

Please describe the school’s teacher mentoring program 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
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Jacqueline Marshall	Kaitlyn Risenberger	Assigned by EET system	The focus will be Differentiated Instruction, classroom management, and lesson planning
Jacqueline Marshall	Daniel Schuster	Assigned by EET system	Classroom management and lesson planning

**Additional Requirements**

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

School-Based MTSS/RtI Team
<p>The RtI Leadership team:</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal for Curriculum</li> <li>• Assistant Principal for Administration</li> <li>• Guidance Counselor</li> <li>• School Psychologist</li> <li>• Social Worker</li> <li>• Reading Coach</li> <li>• ESE teacher</li> <li>• Department Heads</li> <li>• SAC Chair</li> <li>• ELP Coordinator</li> <li>• ELL Representative</li> </ul> <p>(Note that not all members attend every meeting, but are invited based on the goals for the meeting)</p>
<p>Describe how the school-based MTSS Leadership Team functions</p> <p>Our MTSS/RtI team will serve as the main leadership team of the school. The team meets once a week to coordinate with the other working committees, the Reading Leadership team, and AVID. The team functions as an overseer of multi-tiered service delivery models; curriculum and intervention resources; reviews student data; organizes and supports data collection; monitors interventions and data assessment of all tiers. The team reviews ongoing and standard student assessments, such as FAIR, FCIM, PSAT, SAT, and FCAT scores. Student movement between tiers is ongoing as students struggle or achieve in specific classes. A review of student progress is monitored by teachers, parents, counselors, and students through ongoing review of <u>Edline</u> grades. Through the ELP program students are given the opportunity to receive tutoring before, during, after school and on specific Saturdays in preparation for SAT, FCAT, EOC and AP Exams. In addition to these, practice tests have been created for FCAT 2.0 that are being used both in</p>

classrooms and after school during reading tutoring to give students additional practice in skills associated with upcoming electronic testing . Also, students receive supplemental services through the Credit Recovery program, the Intensified Writing for Eng 1 1<sup>st</sup> semester failures program (which addresses deficiencies in writing and comprehension skills for ninth grade students who have failed a semester of English), the "Alg.EOC Prep" program, which addresses student failures in Algebra, the "I Can Learn Liberal Arts Math" program which addresses student failures in Geometry. We monitor these endeavors through our quarterly through student failure rates in required classes, participation in tutoring outside of school and teacher-made assessments. Students are recommended to attend supplementary services in a variety of ways. Services are made available to all students and this availability is advertised through classroom communication to students and parents, Edline communication, flyers, Parentlink, and the school's electronic sign. Students who need services and do not attend voluntarily are contacted by teachers and counselors. Their parents are contacted as well by phone, letter, and Parentlink calls to specific groups of students requiring remediation. ELP Funds are also use for preparation for Industry Certification Exams and testing for certification outside of school hours.

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 SAC Chair is a member of the MTSS team. The MTSS team along with the faculty and SAC participated in SIP development activities that were conducted during pre-planning for 2012/13 school-year.

**MTSS Implementation**

Describe the data management system used to summarize tiered data.  
 The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

**Core Curriculum (Tier 1)**

Baseline and Midyear District Assessments	Scantron Achievement Series	SI Coordinator, PLCs, Dept. Heads, APC
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series	SI Coordinator, PLCs, Dept. Heads, APC
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series	SI Coordinator, PLCs, Dept. Heads, APC
FAIR	Progress Monitoring and Reporting Network	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* ( <i>see</i>	School Generated Database	Team Leaders/ PLC Facilitators/PSLT Member

<i>below</i> ) of chapter/segments tests using adopted curriculum resources		
Mini-Assessments on specific tested Benchmarks	School Generated Database – Specific to Content Area	Individual Teachers, PLCs, Dept. Heads

\*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

**Supplemental/Intensive Instruction (Tiers 2 and 3)**

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible for Monitoring</b>
Extended Learning Program (ELP)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Course	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement**	School Generated Database in Excel	PSLT/PLCs

\*Students receiving Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for



effectiveness throughout the school year. As students move through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

\*\* In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Describe plan to support MTSS.

In order to support MTSS in our schools, we will:

- Such communication vehicles as PLCs, Academic Department configurations, Literacy Leadership Team, School Advisory Council work to meet the needs of ALL students with MTSS as an avenue to monitor and support school initiatives.
- Provide knowledgeable and effective leadership to support coordination and implementation of MTSS.
- Provide continued training and support where needed by using a systematic method to increase student achievement.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

The Literacy Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

Robert Heilmann, Principal

Catherine Bramlett, APC

Karen Hamilton, Career & Tech

M. Baertschi, World Language

Anya Winnicka-Tracy, Social Studies

William Dargo, Science

Carol Strachan, English/Reading

Marygrace Farina, Reading Coach

Jill Driver, Media Specialist

Kimberly Moss, AVID

Katrina Morrison, Social Studies

Brenda Huebscher, Guidance

Thomas Snyder, English/Reading  
Iris Vosteen, school psychologist  
Kimberly Fogelmann, Math

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP. The APC is the LLT chairperson. The reading coach and APC will collaborate with the team to ensure that data driven instruction support is provided to all teachers. The APC will also ensure that the LLT monitors reading data, identifies school-wide reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs.

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

- Integration of literacy through reorganization of PLCs.
- FCAT/FAIR Statistical Data and Monitoring – Utilize FAIR data to drive instruction in the classroom
- FCAT Test Preparation
- Staff Development – CIS Model
- Implementation of CIS Model through Content Areas
- Shark Shots – Monthly focus for Shark Shots on Morning Show
- TB2 – distribution of TB2 to reading classes
- Literacy Week – Book plates on current books, morning show book talk; Local Personalities, Marque for Lit. Week
- Organization and preparation for ACT test prep classes after school and at lunch
- Continuation of the development of “I Can” English writing improvement curriculum
- Continued focus on 9<sup>th</sup> grade English 1 first semester failures

### **\*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?

Courses and coursework are established in Professional Learning Communities, career academies, technical training, and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student’s future. Many of these programs help development of curriculum and support a student for post secondary readiness (Industry Certifications, College credit, job skills, etc).

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?

Riverview High School annually will hold elective fairs with present and incoming students. Based on interest, they will establish Course Selection Sheets and courses offerings to best meet their needs. The APC, Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. Guidance Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature. In addition, a College and Career Counselor provide services for college and career preparation to students through the Guidance Department. Incoming 9<sup>th</sup> graders and their parents will receive information on elective through parent meetings, videos, programming newspapers and online documents, counselor presentations and an elective fair. Each Incoming 9<sup>th</sup> graders will choose a focus area: CTE, Performing Arts, AVID, AP programs or a combination. During programming in December, incoming 9<sup>th</sup> graders will receive information on how success on upcoming Algebra EOC exams will prevent them from having to take two periods of Math in 9<sup>th</sup> grade.

## Postsecondary Transition

### Analysis of High School Feedback Report

Riverview High School has reflected over our *High School Feedback Report* Trends for the last 3 years. The following is a summary from our annual analysis. Riverview High School's percentage of graduates that a score of level 3 or better on 10<sup>th</sup> grade FCAT reading and math has increased by 12.4 percentage points from 42.9% in 2008 to 55.3% in 2010. In addition, the number of students eligible for the maximum Bright Futures award for FL Academic Scholars has increased by 2.11 percentage points from 3.77% in 2008 to 5.88% in 2010. Further, the number of students who completed at least one AP or Dual Enrollment course has increased by 16.6 percentage points from 33.3% in 2008 to 49.9% in 2010. Even though there was a decrease from the 2008 to 2010 school years of 1.2 in the percentage of students completing college prep curriculum from 59.5% to 58.3%, the percentage of student who took the SAT, ACT, or CPT increased by 3.6 percentage points from a 61.8% in 2008 to 65.4% in 2010. Furthermore, the percentage of Riverview High School's 2010 graduates earning a GPA of 2.0 or above in a FL public postsecondary institution increased from 65.0% in 2008 to 73.5% in 2010, which demonstrates an increase of 8.5 percentage points. Similarly, 2010 Riverview High School graduates enrolled in independent Colleges and Universities of Florida also showed an increase in RvHS graduates earning a college GPA of 2.0 or above with an upward trend of 80.9% to 85.7% an increase of 4.8 percentage points.

Strategies for Improving Student Readiness for Postsecondary

Through our Guidance Department, continue to encourage students to earn college credit for AP and Dual Enrollment classes. In addition, through Guidance and the AVID program to continue to emphasize the importance of participating in college prep classes. Furthermore, increase the opportunity to communicate information concerning college preparation to parents through parent informational meetings on Conference Nights, Parentlink, and the Elective Fair in order to encourage students to enroll in more rigorous courses. ELP funds will be used to help students prepare for ACT, SAT and PERT Tests. English 3 and AP English Language students will be encouraged to attend test preparation at lunch and after school in order to achieve College Ready scores on the ACT and SAT prior to PERT testing in March. English 2 Honors students will be encouraged to participate in summer SAT Prep classes and summer Dual Enrollment College Success classes. After FCAT, Reading students will focus on SAT Online and other SAT and ACT Preparation. Counselors will work individually with students to help them plan for a sign up for College Readiness testing. We will continue to focus on increasing opportunities for Dual Enrollment by offering in school, after school and summer classes on campus. Counselors will inform eligible students about off campus Dual Enrollment opportunities. To increase student motivation to achieve College Ready test scores by rewarding students with “I Am College Ready” shirts to wear on College Shirt Mondays. Shirts will list specific College Ready scores and minimum scores needed for Bright Futures Scholarships to increase student awareness of what test scores indicate they are College Ready.

District-Level

Our guidance counselors are equipped with programs of study to help guide students to their educational pathway. The Program of Study for High School students maps out the courses and time line for students to be program completers and successfully transition to post secondary institutions. Hillsborough county provides a variety of opportunities for students to learn about prospects at post secondary institutions through programs such as:

1. **Career Seeking and Investigations-** Provides 8<sup>th</sup> grade students with an opportunity to explore the campus of Hillsborough Community College (HCC) and experience campus life and activities.
2. **Amazing Race-** Provides 12<sup>th</sup> grade students an opportunity to gather enrollment requirements, scholarship opportunities, and program offerings for incoming college freshmen.
3. **Hi-Tec Trek-** Provides 11<sup>th</sup> graders with an opportunity to explore Hillsborough County’s post-secondary centers for enrollment and program opportunities.

In addition, the Hillsborough county career pathways consortium coordinates articulation agreements to provide Hillsborough County High School Program Complete with free credit at post secondary centers across the state of Florida.

School-Level

Specifically at Riverview High School, students may participate in the following

- Saturday SAT/ACT prep classes are offered. Junior will be offered the opportunity to sit for the PERT at Riverview.
- Counselors will meet with all students to encourage students to complete the class and take the SAT/ACT.

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

- Guidance presentations in homerooms to push PSAT/SAT/ACT readiness and testing, presentations to sophomores and juniors about Dual Enrollment options.
- Communication letters on the SAT/ACT and PERT will be sent home with students to advertise the prep classes and test dates.
- College Visits – At various times during the school year including the Great American Teach In, college representatives will visit Riverview High School to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
- Field trips will be provided for students to visit HCC in their CTE/College Success Dual Enrollment classes.
- Senior Night - All seniors are encouraged to attend senior night, where they receive their senior handbook and the counselors share valuable information about their senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night - juniors and their parents are given their Junior Handbooks and important information about testing and senior year is shared. This includes postsecondary information, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Work with HCC South shore to offer students dual enrollment classes during the summer
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework provided to graduation.
- A select group of freshman participates in a Career and Research classes.
- AVID program provides opportunities for college preparedness skills.
- Development of a student program of test preparation for English 3 students prior to PERT.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b>			1.1. Every faculty member to be trained in the CIS model.	<b>1.1 Strategy Across All Content Areas</b>  <b>Strategy/Task:</b> School- wide implementation of CIS Model in content areas.  <b>Actions/Details:</b> English/Reading will support CIS model by reviewing the writing and reading process through writers' workshop and specific CIS text marking and note taking strategies. According to curriculum pacing guides, content area PLCs will	1.1. <b>Who:</b> LLT, CIS committee made up of subject area leaders; APC, Reading Coach  <b>How</b> PLCs will submit student samples and CIS model plans to CIS committee. Committee members will then discuss use and effectiveness of the implementation of the CIS model. Furthermore, CIS committee members will bring this information back to the PLCs, with plans being	1.1. Student Samples and CIS model plans will be submitted to the CIS committee for review and evaluation.  Each nine weeks, LLT will review the District D/F printouts data to note trends and share this information with PLCs.  The Goal being a 1% decrease in the failure rate each nine week check.	1.1 Standard CIS Model Writing rubric  District D/F printout  <u>FAIR</u> AP1, AP2 and AP3  <u>Common Assessments</u> Unit tests in Math, Science, and English  1 <sup>st</sup> and 2 <sup>nd</sup> semester exams in Science, Math, and English Science, Math, and Social EOC
Reading Goal #1:  In grades 9-10, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 55 to 58.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>55%</b>	<b>58%</b>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

				implement the CIS model into their curriculum. In this way, students will get multiple exposures and interaction of the critical thinking, writing, and reading skills required by the CIS model.	adapted based on student and teacher needs.		
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b>			2.1.	2.1. See Goals 1.1, 3.1 3.2	2.1.	2.1.	2.1.
Reading Goal #2:  <i>In grades 9-10, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 30 to 33.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>30%</b>	<b>33%</b>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b>			3.1 PLCs struggle with time to meet in PLCs and the	3.1 <b>Strategy Across All Content Areas</b>	3.1 <b>Who:</b> LLT, Reading Coach, APC	3.1 Through the PLC Accountability Documents, LLT will	3.1 PLC Accountability Documents
Reading Goal #3:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

<p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 63 points to 66 points.</p>	<p><b>63 points</b></p>	<p><b>66 points</b></p>	<p>ability to effectively organize to discuss teaching method and implementation of curriculum, so that they can meet the demands of the curriculum and test performance.</p>	<p><b>Strategy/Task:</b> Reorganization of PLCs.</p> <p><b>Actions/Details:</b> Through the use of PLC Accountability Document, (Plan-Do-Check-Act) and teachers working collaboratively, PLC will create an Instructional Action Plan, PLC log, and Instructional Unit/Cycle/Big Idea form to monitor their progress throughout the year. In pre-planning PLC create an action plan. Next, PLCs will meet regularly on a designated day and time. At each PLC meeting, the PLC will also complete a PLC log and submit it SI Coordinator for collection of data. At the end of each semester, the PLC will submit the Instructional</p>	<p><b>How:</b> LLT will review PLC Action Plans at the beginning of the school year. The PLC logs will be reviewed monthly as to the PLCs progress towards the goals stated in their Action Plans. In addition, LLT will review the Instructional Unit form at the end of each semester to track each PLCs progress toward their specific goals</p>	<p>evaluate the effectiveness of the PLC by its progress towards Action Plan SMART Goals and Alignment with SIP goals.</p> <p>Each nine weeks, LLT will review the District D/F printouts data to note trends and share this information with PLCs.</p> <p>Goal being: decrease of 1% in the failure rate each nine week check.</p>	<p>District D/F printout</p> <p><u>FAIR</u> AP1, AP2 and AP3</p> <p><u>Common Assessments</u> Unit tests in Math, Science, and English</p> <p>1<sup>st</sup> and 2<sup>nd</sup> semester exams in Science, Math, and English Science, Math, and Social EOC</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			Unit/Cycle Big Idea form to SI Coordinator documenting progress in Action Plan			
		3.2. -Time for Reading Coach to meet with principal/APC on a regular basis. -Time for PLCs to meet on a regular basis.	3.2. <b>Strategy/Task:</b> Student achievement improves through teachers' collaboration with reading coach in all content areas.  <b>Actions/Details:</b> -Reading Coach will create a calendar to attend various PLCs throughout the school year. -In PLCs, reading coach will review relevant trends in student data. -Using the CIS model, Reading work with PLCs to incorporate CRISS strategies into CIS model.	3.2. <b>Who:</b> APC/Principal  <b>How:</b> Review of coach's log. Review of Coach's portfolio/journal. Review of Coach's Action Plan	3.2. Tracking of coach's participation in PLCs and interaction with teachers	3.2 District D/F printout  <u>FAIR</u> AP1, AP2 and AP3  <u>Common Assessments</u> Unit tests in Math, Science, and English  1 <sup>st</sup> and 2 <sup>nd</sup> semester exams in Science, Math, and English Science, Math, and Social EOC
		3.3.	3.3.	3.3.	3.3.	3.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b>			4.1. Students low participation in credit recovery	4.1. <b>Strategy/Task:</b> Plan and provide opportunities for credit recovery to promote highest student achievement.  <b>Actions/Details:</b> Students who failed English are selected for Credit Recovery after school. If student choose not to attend, parents are contacted and must enroll student in FL Virtual school. -Administration keeps a log of parents of at-risk students that were successfully contacted.	4.1. <b>Who:</b> APC and Facilitators  <b>How</b> -Attendance Sheets -Successful completion of program	4.1. Attendance sheet will determine the effectiveness use of program by Students.	4.1. <b>FAIR</b> AP1, AP2 and AP3  Students are evaluated using assessments within the program.  Attendance sheet and time on task will determine the effectiveness use of program.
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 60 points to 63 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>60 points</b>	<b>63 points</b>	4.2. Teachers at varying skills levels with the FCIM model. - District mini lessons, mini	4.2. <b>Strategy/Task:</b> The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will	4.2. <b>Who</b> -Reading Coach -Department Heads -PLC -APC <b>How</b> Each quarter	4.2. PLCs will review FCIM data reporting form and uses that data to drive future lessons.	4.2. FCIM data reporting form.

		<p>assessments and District calendar do not always align with school student data. - Lack of common planning time to analyze mini lesson data.</p>	<p>improve through teachers using the FCIM strategy on identified tested benchmarks in reading and Language Arts classes.</p> <p><b><u>Actions/Details:</u></b> 1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 2. Based on the data, PLCs develop a skills chart to focus on the essential skills and/or standards covered in the core curriculum. 5. Teachers bring assessment data back to the PLCs. 6. As a Professional Development</p>	<p>reading teachers will submit FCIM data to PLC for review and evaluation.</p> <p>PLCs will discuss data trends, share information on effective strategies and problem solve.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			activity in their PLCs, teachers use the data from classroom assessments to maintenance or re-teaching specific skills.			
		4.3	<p>4.3</p> <p><b>Strategy:</b> Initiate a Core Course GPA Program.</p> <p><b>Action/Details:</b> Student athletes will participate in the Core Course GPA program through the NCAA Clearinghouse. Students will enroll in the program with the assistance of APA and testing coordinator.</p> <ul style="list-style-type: none"> <li>Media Center opened two days a week after school.</li> </ul>	4.3	<p><b>Who:</b> APA Testing Coordinator</p> <p><b>How:</b> Students receive a printout with a summary of their academic progress and goals. Parents and Guidance Counselors also have accessibility to the program to monitor student progress.</p>	<p>APA and Testing Coordinator will review student summary printout.</p> <p>District D/F printout</p>
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Reading Goal #5:								
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5A.1.	5A.1	5A.1.	5A.1.	5A.1.	
Reading Goal #5A:								
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 62% to 66%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5A.1.	See Goals 1.1, 3.1, 3.2, 4.1, and 4.2	5A.1.	5A.1.	5A.1.	
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:						
	62	66	5A.2.	5A.2	5A.2	5A.2	5A.2	
The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 37% to 43%.	37	43						
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
Reading Goal #5B:								
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See Goals 1.1, 3.1				

2012-2013 School Improvement Plan (SIP)-Form SIP-1

The percentage of Econ. Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 39% to 45%.	<b>39</b>		<b>45</b>		3.2, 4.1, and 4.2				
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1		
<u>Reading Goal #5C:</u>									
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 20% to 28%.	<u>2012 Current Level of Performance:*</u>		<u>2013 Expected Level of Performance:*</u>		The new ERT is beginning on Oct 11 <sup>th</sup> . The ELL program has been without a highly qualified ELL teacher since the beginning of the school year. New teacher must get acclimated and reorganize and set protocols for the class.	<b>Strategy/Task:</b> New ERT needs to become familiar with the curriculum and ELL administrative requirements.  <b>Actions/Details:</b> -Provide professional development to new ERT as needed -Support the new ERT in English/Reading PLC. -Reading Coach work with New ERT by implementing a	<b>Who:</b> English/Reading PLCs Reading Coach English Dept. Head APC  <b>How:</b> -Support the new ERT through the above mentioned support by reviewing FAIR data and FCAT data and reviewing the ELL and English Curriculum.	English Dept. Head, PLC, Reading Coach and Administration review 2 <sup>nd</sup> quarter grades, AP2 FAIR results to monitor the progress of the ELL students.	. <b>FAIR</b> AP1, AP2 and AP3  Students are evaluated using assessments within the program. 2 <sup>nd</sup> quarter gradebook
	<b>20</b>		<b>28</b>						

2012-2013 School Improvement Plan (SIP)-Form SIP-1

				coaching cycle.			
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Reading Goal #5D:</u>			Communication	<b>Strategy/Task:</b>	<b>Who:</b>	PLC Accountability	PLC Accountability
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 30% to 37%.			between ESE teachers and general content area teachers.	Increase collaboration between ESE teachers and general content area teachers.	ESE PLC Dept. Heads Reading Coach APC	documents will contain updated information on the progress of ESE collaboration with content area PLCs.	Documents
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		<b>Actions/Details:</b>	<b>How:</b>		District D/F printout
	<b>30</b>	<b>37</b>		The ESE PLC will create a rotation schedule, so that ESE can be represented in content Area PLCs. ESE will have representation on the Literacy Leadership Team. ESE teachers will attend training for school-wide initiatives.	Reading Coach will work as a liaison between content area PLCs and ESE PLCs. An ESE representative will attend LLT meeting, and will share information with LLT regarding ESE concerns. In turn, the ESE/ LLT member will bring back information from LLT to ESE		<u>FAIR</u> AP1, AP2, and AP3

2012-2013 School Improvement Plan (SIP)-Form SIP-1

				Math ESE teachers have a common planning period with math teachers, so that they can easily be part of each monthly PLC.	PLC.		
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS Model	9-12th	Reading Coach	School Wide	1/2013	CIS committee will review and evaluate CIS Model teacher plans and student samples - ongoing	CIS committee and Reading Coach
PLC focused on new reading curriculum – Adv. Reading, Career and Research	9th	Reading Coach, Reading PLC Level Leader	PLC	11/2012	PLC logs and Instructional Units/Cycle forms	Reading PLC level Leader
Close Reading follow-up	9 -12	Reading Coach	School Wide	2 <sup>nd</sup> quarter, 1 <sup>st</sup> Semester	Teacher survey	Reading Coach
Selecting and Identifying Complex Text	9-12	Reading Coach	School Wide	3 <sup>rd</sup> quarter, 2 <sup>nd</sup> Semester	Teacher survey	Reading Coach
Close Reading	9-12	District Instructor	District Wide	Pre planning	PLC Logs/Walk-through.	English Dept. Head and Assist. Dept. Head

*End of Reading Goals*

**Algebra End-of-Course (EOC) Goal**



2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>Alg1. Students scoring proficient in Algebra (Levels 3-5).</b>			1.1. Ample time in the pacing guide to integrate CRISS strategy.	1.1 <b>Strategy/Task:</b> Algebra teachers will incorporate Best Practices-CRISS strategies into the curriculum.  <b>Actions/Details:</b> Though algebra PLCs, teacher will explore CRISS strategies to decide which CRISS strategy can be integrated into the weekly lesson plans to increase comprehension of the curriculum.	1.1. <b>Who:</b> Algebra PLC Math Dept. Head APC  <b>How:</b> Though PLC logs and Instructional Unit/Cycle/Big Idea form, the effective implementation of the CRISS strategy will be monitored. The effectiveness of the strategy will be evaluated through student work, and unit assessments.	1.1. Algebra PLC will analyze and evaluate the effectiveness of the implementation of the CRISS strategy through the results of the unit tests.	1.1. PLC Accountability Log.  Unit assessments
Algebra Goal #1:  The percentage of students scoring a Level 3 or higher on the 2013 Algebra EOC will increase from 35% to 38%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>35%</b>	<b>38%</b>	1.2.	1.2. <b>Strategy/Task:</b> Teachers will unpack the Unit and Test Item Specifications.  <b>Actions/Details:</b> Teachers will	1.2. <b>Who:</b> Algebra PLC Math Dept. Head APC  <b>How:</b> Algebra PLC will	1.2. PLC will review section and unit assessments within the curriculum	1.2. District D/F printout  Section and Unit Assessments

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			introduce, post, and review in each class period the objectives for the lesson. Students' homework will be evidence of level of understanding of objectives. Also, teachers will introduce and review expectations of specific test items.	review curriculum focusing on the learning objectives. Using Best Practices, the PLC will plan strategies to present the unit and specific test items to students.		
		1.	<p>1.3. <b>Strategy/Task:</b> Incorporate FCIM mini-lessons into daily lesson plans.</p> <p><b>Actions/Details:</b> PLC will collaborate to integrate FCIM mini lessons every two weeks into lesson based upon Formative Assessment results.</p>	<p>1.3 <b>Who:</b> Algebra PLC Math Dept. Head APC</p> <p><b>How:</b> PLC will review formative assessments to identify areas where FCIM must focus. Then a mini assessment will be administered to ensure student understand the concept of the FCIM mini lesson.</p>	1.3. PLC will review section and unit assessments within the curriculum. After FCIM lesson has been completed, PLC will again review the mini assessment to evaluate students' level of understanding of the concept.	1.3. District D/F printout  Section and Unit Assessments  FCIM mini assessments
		1.4	1.4 <b>Strategy:</b>	<b>Who:</b> PLC	Quarterly grade reports and FCIM	District D/F printout

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>Students who fail first semester will have two periods of math 2<sup>nd</sup> semester.</p> <p><b>Actions/Details:</b> wherever schedules permit, student will be placed in two periods of math 2<sup>nd</sup> semester, so that students have the opportunity to earn a full credit of math and prepare for the EOC.</p>	<p>APC Dept. Head</p> <p><b>How:</b> PLC will report on student grade 2<sup>nd</sup> semester progress by using quarterly grade reports.</p>	<p>reports will monitor progress of student in 2<sup>nd</sup> semester.</p>	<p>Section and Unit Assessments</p> <p>FCIM mini assessments</p>
		1.5	<p>1.5</p> <p><b>Strategy:</b> Teachers will offer tutoring to students before school and at lunch.</p> <p><b>Action/Details:</b> Students will have the opportunity to obtain tutoring from Math content area teachers before or during lunch periods. At this time, teachers will address students' specific math questions and</p>	<p><b>Who:</b> Math teachers PLC Dept. Head</p> <p><b>How:</b> PLC will monitor grade progress of student, who utilizes the tutoring. Attendance sheet will account for the number of students using the tutoring service.</p>	<p>Quarterly grade reports and FCIM reports will monitor progress of student in 2<sup>nd</sup> semester.</p> <p>PLC will monitor attendance roster</p>	<p>District D/F printout</p> <p>Section and Unit Assessments</p> <p>FCIM mini assessments</p> <p>Attendance roster</p>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			concerns.				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</b>			2.1.	2.1. <b>See Algebra Goal 1.1, 1.2, and 1.3</b>	2.1.	2.1.	2.1.
<u>Algebra Goal #2:</u>  The percentage of students scoring a Level 4 or higher on the 2013 Algebra EOC will increase from 5% to 8%.	2012 Current Level of Performance:*  <b>5%</b>	2013 Expected Level of Performance:*  <b>8%</b>					
				2.2.	2.2.	2.2.	2.2.
				2.3	2.3	2.3	2.3
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in math.</b>			4.1.	4.1. <b>See Algebra Goal 1.1, 1.2, and 1.3</b>	4.1.		
<u>Math Goal #4:</u>  Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 60 points to 63 points.	2012 Current Level of Performance:*  <b>60 points</b>	2013 Expected Level of Performance:*  <b>63 points</b>					
				4.2.	4.2.	4.2.	

*End of Algebra EOC Goals*

**High School AMO Mathematics Goals**

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>A. In six years, school will reduce their achievement gap by 50%.</b>  HS Mathematics Goal A:	<b>Baseline data 2010-2011</b>  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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
HS Mathematics Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	"Y"							
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
<u>HS Mathematics</u> <b>Goal C:</b>	<u>2012 Current Level of Performance:*</u> <b>"Y"</b>	<u>2013 Expected Level of Performance:*</u>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			3D.1.	3D.1. <b>See Algebra Goal 1.1, 1.2, and 1.3</b>	3D.1.	3D.1.	3D.1.
<u>HS Mathematics</u> <b>Goal D:</b> The percentage of Students With Disability scoring satisfactory on the 2013 EOCs/FAA will increase from 40% to 46%.	<u>2012 Current Level of Performance:*</u> <b>40%</b>	<u>2013 Expected Level of Performance:*</u> <b>46%</b>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
HS Mathematics Goal E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	"Y"						
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC	9-12	PLC Leader/Dept . Head	PLC members	Ongoing (meet daily)	PLC Logs	PLC Leader/Dept. Head
Springboard	9-12	District facilitator	Math department	Summer training	Assessments online	District personal

*End of Mathematics Goals*

## Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b>			1.1. Passing student scores have been elevated based on more strenuous rubrics. The last administered test resulted in a modified passing score. It will not be so this year. Both students and teachers will be expected to meet the performance demands without modified results.	1.1. <b>Strategy/Task:</b> -Help students understand how to deconstruct a prompt. -Assist students in creating higher level transitional devices. -Focus instruction on relevant and mature detailed support. -Assist students in developing varied syntactical structure. -provide teachers with calibration sets to inform and model writing instruction.  <b>Actions/Details:</b> Teachers will meet at least two times per month to discuss writing data and implement effective teaching strategies and lesson plans targeting areas of weakness in student	1.1 <u>Who</u> PLC leaders, APC and English DH  <u>How</u> Monitor FCIM writing data 3 xs in 1st semester. The English Department Head and Assistant conducted walk-through in English classes looking for evidence of literacy strategies and reviewing student writing portfolios. In addition teachers submitted FCIM data on timed writing prompts 3 xs in semester	1.1. PLCs monitor student writing progress after each writing assessment. English Department Head and PLC Team leaders oversee all writing data and use data to drive future instruction.	1.1. FCIM Essay Rubric
<b>Writing/LA Goal #1:</b> The percentage of students scoring <b>Level 3.0</b> or higher on the 2013 FCAT Writes will increase from 90% to 93% .	<u>2012 Current Level of Performance:*</u>  <b>90%</b>	<u>2013 Expected Level of Performance:*</u>  <b>93%</b>					



2012-2013 School Improvement Plan (SIP)-Form SIP-1

				writing. In addition, PLCs will examine Springboard designed grammar lessons to experiment with the relationship between reading and writing.	1. The Department Head reports information back to teachers in PLCs and LLT.		
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Writing/Language Arts Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS Model	9-12th	Reading Coach	School Wide	1/2013	CIS committee will review and evaluate CIS Model teacher plans and student samples - ongoing	CIS committee and Reading Coach
Close Reading Lesson Using Higher Order Questioning.	9 -12	Reading Coach	School Wide	2 <sup>nd</sup> quarter, 1 <sup>st</sup> Semester	Teacher survey	Reading Coach
Close Reading	9-12	District Instructor	District Wide	Pre planning	PLC Logs	English Dept. Head and Assist. Dept. Head
PLC	9-12	PLC Leader/Dept Head & Asst. Dept. Head	PLC members	2x a month	PLC Logs	PLC Leader/Dept. Head & Asst. Dept. Head

*End of Writing Goals*

**Attendance Goal(s)**

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Attendance</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Attendance Goal #1:</b> 1. The attendance rate will increase from 94 in 2011-2012 to 95% in 2012-2013. 2. The attendance rate will increase from 94% in 2011-2012 to 95% in 2012-2013. The number of students who have 10 or more <b>unexcused</b> absences throughout the school year will decrease by 2.3%. 3. The number of students who have 10 or more <b>unexcused</b> tardies to school throughout the school year will decrease by 2.3%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Funding for the Incentive Program, and the time to manage the program.  Teachers are not familiar with the new network based attendance recordkeeping system	<b>Strategy/Task:</b> Part 1 of Incentive Awards will be offered to student at the end of each quarter. Part 1 is based on good attendance and no tardies  <b>Actions/Details:</b> -To qualify, student must have no more than 2 sign-ins/4sign outs and no referrals for tardies. -a reward of \$5.00 RVHS gift card for either café’ or sports event. Fifteen students per nine weeks to be distributed by a raffle.	<b>Who:</b> AP- Student Affairs PLC  <b>How:</b> AP-Student Affairs PLC will review student records using the previously stated criteria to choose 15 students per AP for the quarter.	APs, Incentive Committee Attendance Calling committee will review the attendance, sign-in, sign-out sheets throughout the school year to note a drop in absentees and late arrivals or early departures.  APs will also monitor the activity on <i>Parentlink, Edline</i>	Attendance, sign-in/sign-out sheet <i>Parentlink</i> Activity <i>Edline</i> Activity
	94	95					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	365	357					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	119	116					
			1.2.	1.2.	1.2.	1.2.	1.2.
				<b>See Goal 1.1</b>			
			1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC	9-12	PLC Leader APC	PLC members	Once a month	PLC Logs	PLC Leader/APC

*End of Attendance Goals*

**Suspension Goal(s)**

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Suspension</b>			1.1. Funding for the Incentive Program, and the time to manage the program.	1.1. <b>Strategy/Tasks:</b> Part 2 - Incentive Award Program based on behavior, citizenship, and academics performance.  <b>Actions/Details:</b> Criteria: <ul style="list-style-type: none"> <li>Behavior: Student demonstrates improvement in discipline and attitude.</li> <li>Citizenship:</li> </ul>	1.1 <b>Who:</b> APs – Student Affairs  <b>How:</b> Students would receive Shark Card at the discretion of the AP. If the APs see evidence of student demonstrating the behavior noted in the criteria, the student will be	1.1. Student Affairs PLC will monitor by viewing the activity reported by PLC members. The effectiveness of the program will be evaluated by the number of Shark Cards distributed by APs.	1.1 PLC logs.
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
1. The total number of In-School Suspensions will decrease by .03 %.	<b>454</b>	<b>440</b>					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 20 %.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<b>251</b>	<b>201</b>					
3. The total number of Out-of-School Suspensions will decrease by 30%.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	<b>324</b>	<b>295</b>					
4. The total number of students receiving Out-of-School Suspensions	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>throughout the school year will decrease by 14 %.</p>	<p><b>244</b></p>	<p><b>210</b></p>		<p>Students, who are recommended by teachers as doing random acts of kindness, or volunteers to do something nice for someone in need, will be recognized.</p> <ul style="list-style-type: none"> <li>Academics: Guidance will reward students who have passed FCAT or have moved their GPA &lt; 2.0 after 1<sup>st</sup> semester.</li> </ul>	<p>awarded the Shark Card. As described in Goal 1.1.</p>		
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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC	9-12	PLC Leader APC	PLC members	Once a month	PLC Logs	PLC Leader/APC

*End of Suspension Goals*

**Dropout Prevention Goal(s) Data will come**

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

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

<b>Dropout Prevention Goal(s)</b>			<b>Problem-solving Process to Dropout Prevention</b>				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Dropout Prevention</b> Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			1.1. Transition to high school responsibilities. Home load and the high level of rigor in the classroom	1.1. Continue identifying and placing students in the proper classes. Refer some students to a career center who would otherwise not graduate. Motivate students who need it.	1.1 APC/ Dropout Prevention Specialist	1.1. The percentage of student who decrease their failure rate, tardies, and referrals	1.1. Site Reporter, Edline, and Sagebrush.
The dropout rate will decrease from % in 2011-2012 to % in 2012-2013.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
The graduation rate			1.2.	1.2.	1.2.	1.2.	1.2.

will increase from in 2011-2012 to in 2012-2013.			<b>See Suspension Goal 1.1</b>			
			1.3.	1.3.	1.3.	1.3.

**Dropout Prevention Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Problem Solving/ Response to Intervention	6-12	Mary Lou Whaley	Dropout Prevention Specialists and Student Intervention Specialists	Ongoing	Monthly Activity Reports	Aaron Harvey

*End of Dropout Prevention Goal(s)*

**Health and Fitness Goal(s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Health and Fitness Goal</b>				1.1 High School students will engage in a minimum of two semesters of physical	1.1. Principal Guidance Counselors APC	1.1. Checking of student schedules	1.1. Student schedules Master schedule
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 52% on the Pretest to 62% on the Posttest.	<b>52</b>	<b>62</b>		education in grades 9-12.			
			1.2.	1.2. Health and physical activity initiatives developed and implemented by the school’s H.E.A.R.T. team or principals’ designee.	1.2. H.E.A.R.T. team.	1.2. H.E.A.R.T. team notes/agendas	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.3.	1.3. Five physical education classes per week for a minimum of two semesters in grades 9-12 with a certified physical education teacher.	1.3. Physical Education Teacher	1.3. Classroom walk-through of PE classes by principal.	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.4	1.4 Utilize videos created for programming to increase student interest and enrollment in fitness programs	1.4. Physical Education Teacher	1.4 Increase in the number of student enrolled in sports.	Membership roster for sports teams at RvHS.

**Health and Fitness Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs	9-12	PLC Leader	PLC –	Monthly	PLC logs	PLC leader/Dept. Head

**Continuous Improvement Goal(s)**

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Continuous Improvement Goal</b>			1.1	1.1. <b>See Reading Goal 3.1</b>	1.1.	1.1.	1.1.
<u>Continuous Improvement Goal #1:</u>  The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)” will increase from 53% to 70%.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<b>53%</b>	<b>70%</b>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.



**Continuous Improvement Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS Model	9-12th	Reading Coach	School Wide	1/2013	CIS committee will review and evaluate CIS Model teacher plans and student samples - ongoing	CIS committee and Reading Coach

*End of Additional Goal(s)*

## NEW Goal(s) For the 2012-2013 School Year

### NEW Reading Florida Alternate Assessment Goals

<b>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</b>			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>SEE Reading Goal 1</b>				
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 3%.	<b>70%</b>	<b>73%</b>					
			A.2. Common planning time between general education teachers and ESE teachers.	A.2. <b>Strategy/Tasks:</b> -ESE PLC will collaborate with general education teachers on Curricular thematic topics.  -ESE PLC will collaborate with general education teachers to familiarize them with the needs and skills of ESE students in self contained classrooms.  <b>Actions/Details:</b> ESE and various	A.2. <b>Who:</b> ESE PLC General Ed. PLCs Reading Coach  <b>How:</b> Reading Coach will facilitate the collaboration between various general education PLC and ESE PLC to assist in the planning of the creation of the student books.	A.2. The final product of the class set of different books based on curricular thematic topics.  PLC logs noting a reflection on the interaction between ESE students and general education students.	A.2. Final product of student books  ESE and general education PLCs

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			general education PLCs will collaborate to work with both general education students and ESE students in self contained classrooms to create student books that ESE students can use in their daily classes.			
		A.3.	A.3.	A.3.	A.3.	A.3.
<b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>		B.1.	B.1. See Reading Goal 1 and FFA Assessment Goal A2	B.1.	B.1.	B.1.
<b>Reading Goal B:</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 3%.	<b>8%</b>	<b>11%</b>				
		B.2.	B.2.	B.2.	B.2.	B.2.
		B.3.	B.3.	B.3.	B.3.	B.3.

**NEW Comprehensive English Language Learning Assessment (CELLA) Goals**

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>C. Students scoring proficient in Listening/Speaking.</b>		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 65% to 68%.	2012 Current Percent of Students Proficient in Listening/Speaking:		<b>See Reading ELL Goal 5C</b>			
	<b>65%</b>					
	1.2.					
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>D. Students scoring proficient in Reading.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 27% to 30%.	2012 Current Percent of Students Proficient in Reading :		<b>See Reading ELL Goal 5C</b>			
	<b>27%</b>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>E. Students scoring proficient in Writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 49% to 52%.	<u>2012 Current Percent of Students Proficient in Writing :</u>  <b>49%</b>		<b>See Reading ELL Goal 5C</b>			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b>		F.1.	F.1.	F.1.	F.1.	F.1.
<u>Mathematics Goal F:</u> The percentage of students	<u>2012 Current Level of Performance:*</u> <b>67%</b>		<b>See Reading SWD Goal 5D.</b>			
	<u>2013 Expected Level of Performance:*</u> <b>70%</b>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 3%.							
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
<b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			G.1.	G.1.	G.1.	G.1.	G.1.
<b>Mathematics Goal G:</b> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>See Reading SWD Goal 5D.</b>				
	<b>10%</b>	<b>13%</b>					
		G.3.	G.3.	G.3.	G.3.	G.3.	G.3.

**NEW Geometry End-of-Course Goals \*(High School ONLY)**

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>H. Students scoring in the middle or upper third (proficient) in Geometry.</b>			1.1. Time in the pacing guide to incorporate these additional activities.	1.1. <b>Strategy/Task:</b> Geometry teachers will be explored and incorporate Best Practices (CRISS) into the curriculum.  <b>Actions/Details:</b> Though Geometry PLCs, teacher will explore Best Practices (CRISS) to decide which strategy can be integrated into the weekly lesson plans to increase comprehension of the curriculum. <ul style="list-style-type: none"><li>Students who fail first semester will have two periods of math 2<sup>nd</sup> semester</li></ul>	1.1. <b>Who:</b> Geometry PLC Math Dept. Head APC  <b>How:</b> Though PLC logs and Instructional Unit/Cycle/Big Idea form, the effective implementation of the Best Practices (CRISS) strategy will be monitored. The effectiveness of the strategy will be evaluated through student work, and unit assessments.	1.1. Geometry PLC will analyze and evaluate the effectiveness of the implementation of Best Practices (CRISS) through the results of the unit tests.	1.1. PLC Accountability Log.  Unit assessments
Geometry Goal H:  The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will increase from 80% to 83%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

				wherever schedules permit, so that students have the opportunity to earn a full credit of math and prepare for the EOC.			
			1.2.	1.2. <b>Strategy/Task:</b> Teachers will unpack the Unit and Test Item Specifications. <b>Actions/Details:</b> Teachers will introduce, post, and review in each class period the objectives. Students will demonstrate understanding of lesson through homework assignments. Also, teachers will introduce and review expectations of specific test items.	1.2. <b>Who:</b> Geometry PLC Math Dept. Head APC <b>How:</b> Geometry PLC will review curriculum focusing on the learning objectives and the essential question. Using Best Practices, the PLC will plan strategies to present the unit and specific test items to students.	1.2. PLC will review section and unit assessments within the curriculum	1.2. District D/F printout  Section and Unit Assessments
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>



2012-2013 School Improvement Plan (SIP)-Form SIP-1

<b>I. Students scoring in the upper third on Geometry.</b>			2.1.	2.1. <b>See Geometry Goal 1.1, 1.2</b>	2.1.	2.1.	2.1.
Geometry Goal I:  The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from 39% to 42%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>39%</b>	<b>42%</b>					
			2.2.	2.2. <b>See Algebra Goal 1.3</b>	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Geometry EOC Goals*

**NEW Science Florida Alternate Assessment Goal**

<b>Elementary, Middle and High Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b>			J.1.	J.1. <b>See Reading SWD Goal 5D.</b>	J.1.	J.1.	J.1.
Science Goal J:  The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

increase by 3%.	<b>80% 83%</b>	J.2.	J.2.	J.2.	J.2.	J.2.
		J.3.	J.3.	J.3.	J.3.	J.3.

**NEW Biology End-of-Course (EOC) Goals**

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>K. Students scoring in the middle or upper third (proficient) in Biology.</b>			1.1.	1.1. <b>See Reading Goals 1.1, 3.1, and 3.2</b>	1.1.	1.1.	1.1.
<u>Biology Goal K:</u> The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 71% to 74%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>71%</b>	<b>74%</b>					
			1.2. The fast pace of the biology curriculum. Teachers have difficulty keeping up with the pacing guide to cover all the focused	1.2. <b>Strategy:</b> Build student awareness of the importance of passing Bio EOC. Action/Details:	1.2. <b>Who:</b> Bio teachers /Counselors Bio PLC  <b>How:</b> A report to PLC	1.2. PLC Log	1.2 PLC Log.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		material for EOC.	Teacher or counselor will emphasize this importance through presentations in Bio classes.	will be presented on number of presentations Bio student view before sitting for Bio EOC.		
		1.3. Weak student attendance to tutoring sessions.	1.3. <b>Strategy:</b> Increase student performance on Bio EOC through tutoring.  <b>Actions/Details:</b> Provide after school tutoring prior to Bio EOC.	1.3. <b>Who:</b> Tutor Dept.Head APC  <b>How:</b> ELP reports of attendance	1.3. Attendance records.	1.3.
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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>L. Students scoring in upper third in Biology.</b>		2.1.	2.1. <b>See Reading Goals 1.1, 3.1, and 3.2</b>	2.1.	2.1.	2.1.
Biology Goal L: The percentage of students scoring in the upper third on the 2013 End-of-Course Biology Exam will increase from 31% to 34%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<b>31%</b>	<b>34%</b>				

**NEW Writing Florida Alternate Assessment Goal**

Writing Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</b>			M.1.	M.1. <b>See Reading SWD Goal 5D.</b>	M.1.	M.1.	M.1.
<u>Writing Goal M:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 3%.	<b>77%</b>	<b>80%</b>					

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p><u>STEM Goal #1:</u> Implement/expand integrative approaches to the Common Core State Standards.</p>	1.1.	1.1. <b>See Reading Goals 1.1, 3.1, and 3.2</b>	1.1.	1.1.	1.1.

**STEM Professional Development**

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS Model	9-12th	Reading Coach	School Wide	1/2013	CIS committee will review and evaluate CIS Model teacher plans and student samples - ongoing	CIS committee and Reading Coach

*End of STEM Goal(s)*

**NEW Career and Technical Education (CTE) Goal(s)**

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>Increase the number of students earning industry certification by 2% in 2012-2013.</p>	<p>1.1. Teacher time to organize the event and attendance to the event.</p>	<p>1.1. <b>Strategy:</b> The CTE program will be showcased/ and advertise to upcoming 8<sup>th</sup> graders and present RvHS students. <b>Actions/Details:</b> CTE teachers will work with feeder schools to showcase their programs and industry certifications Teachers will use activities during programming and CTE Week to increase grade 9-12 student awareness of the availability of training and testing for industry certifications. Students earning industry certification will receive shirts announcing their</p>	<p>1.1. <b>Who:</b> CTE PLCs APC  <b>How:</b> PLC log will document the number of students earning industry certification Increase in the number of students sitting for industry certification</p>	<p>1.1. PLC log will note the noting the increases in industry certification.</p>	<p>1.1. PLC Log</p>

		<p>accomplishments. Students will be encouraged to wear their industry certification shirts on College Shirt Mondays. Students will be encouraged to focus on a core CTE area during programming to increase student participation in programs that prepare students for industry certification.</p>			
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**CTE Professional Development**

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

*End of CTE Goal(s)*

## Differentiated Accountability

### School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2. when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

### School Advisory Council (SAC)

#### 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, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes       No

If No, describe the measures being taken to comply with SAC requirements.

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Attendance Goal 1.1	Edline	\$1,500.00	
Reading Goals 1.1, 3.1 3.2, 4.1, and 4.2	Teacher Mini Grant Approved by SAC: The Reading Coach completed a grant request for individual CD players for independent reading during Intensive Reading C classes.	\$150	
Reading Goals 1.1, 3.1 3.2, 4.1, and 4.2	Teacher Mini Grant Approved by SAC: The Reading Coach completed a grant request for funds for supplies for Literacy Week Activities.	\$200	
Reading Goal 4.2 Writing Goal 1.1	Replacement bulbs for LCD projectors and/or additional ELMOs/LCD projectors to support FCIM lessons in classrooms.	\$821	



2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra and Geometry Goal 1.2			
Reading FAA Goal 1.1	Supplies to Create class sets of individual student books for ESE self contained classrooms	\$100.00	
See Suspension Goal 1.1and Attendance Goal 1.1for a description and details of student incentive program	Arrangements have been made with the cafeteria, food prep, and athletic booster to be able to offer these events to students who have met the criteria described in the actions and details of goals.	\$570	
Attendance Goal 1.1 Suspension Goal 1.1	To maintain the quality of the school website to continue to be used a communication tool to parent to increase awareness of the quality of education students receive at RvHS.	\$500	
Suspension Goal 1.1	Incentive store (association of incentive system)for ESE students to support individual behavior management programs in numerous self-contained ESE classrooms	\$250	
Attendance Goal 1.1 Suspension Goal 1.1	Poseidon Awards are given every year to students who excel in citizenship, school spirit, and academic excellence.	\$900.00	
Reading Goal 1, Attendance and Suspension Goal 1; Algebra and Geometry Goal 1	School Improvement Coordinator (Tentative expenditure)	\$1,138.20	
Final Amount Spent			