

2012-2013 School Improvement Plan

SCHOOL NAME: Ridgeview High School

School Based Leadership Team

2012-2013 School Improvement Plan

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Principal John Westmoreland: Serves as the facilitator of the School Based RtI Leadership Team and provides a common vision for the use of data-based decision making, and ensures adequate professional development to support RtI implementation.

Vice Principal Elizabeth Powell, Assistant Principal Robert Feltner, and Assistant Principal Lori Ricks: Participate in data collection and analysis, deliver Tier 1 interventions, and help to ensure adequate professional development to support RtI implementation.

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

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

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

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

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

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

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

The School Based RtI Leadership Team will meet monthly to engage in the following activities:

- Review universal screening data and link to instructional decisions
- Review progress monitoring data
- Identify professional development needs and resources
- Collaborate, problem solve, and share effective practices

2012-2013 School Improvement Plan

- Describe the role of the school-based RtI 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, James McNider, and Principal John Westmoreland will serve as members of the School Based RtI Leadership Team. The School Based RtI Leadership Team will assist the SAC in the development of the SIP and provide data on Tier 1, 2, and 3 targets and academic and social/emotional areas that need to be addressed in the SIP. The School Based RtI Leadership Team will assist in writing professional development priorities and monitoring the SIP. Finally, the School Based RtI Leadership Team will provide updates to the SAC on the implementation of RtI goals.

RtI Implementation

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

Baseline Data: Assessment and Information Management System (Performance Matters), Florida Comprehensive Assessment Test (FCAT), Compass Learning Assessments, Discipline Referral Data, Student Attendance Data

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

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

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

- Describe the plan to train staff on RtI.

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The administrators and selected members of School Based Rtl Leadership Team will participate in training that focuses on data-based decision making, building consensus, and supporting and evaluating interventions. The School Based Rtl Leadership Team will provide training throughout the year as needed based upon data collection and implementation concerns and evaluate additional staff professional development needs during the School Based Rtl Leadership Team meetings.

Literacy Leadership

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

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

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

(See Previous Annotation)

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

(See Previous Annotation)

Elementary Schools Only: Pre-School Transition

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

Not Applicable

Grades 6-12 Only Sec. 1003.413(b) F.S.

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

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

High Schools Only Note: Required for High School – Sec. 1008.37(4), F.S., 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?

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

Additional information: Dropout Prevention

- Provide a plan to address the 15 Strategies below to support the improvement of the dropout rate at your school. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) or integrated into other components of your SIP (please reference the goal and page number on the form below where in the SIP the strategy is utilized, if planning to integrate within your plan) When schools develop an improvement plan that encompasses most or all of these strategies, positive outcomes will result.

4 Elements/15 Strategies:

The Basic Core Strategies

- Mentoring/Tutoring: - RHS offers Saturday tutoring twice monthly and peer tutoring during the week with National Honor Society students.
- Service Learning: Opportunities for service learning are available through clubs and extracurricular activities. In addition, the guidance department posts information about service opportunities.
- Alternative Schooling: Bannerman Learning Center offers teen parents the ability to recover credits if necessary.
- After School Opportunities: CCSD provides Adult Education courses after school at Orange Park High School after school for credit recovery.

Early Interventions

- Early Childhood Education: RHS offers Pre-K through the Little Paws program.
- Family Engagement: N/A
- Early Literacy Development: RHS offers Pre-K through the Little Paws program.

Making the Most of Instruction

- Professional Development: During 2012-2013, RHS will offer lesson study, professional learning communities, AP workshops, AP Summer Institute, and IB Workshops for teachers.
- Active Learning: Students at RHS have multiple opportunities for active learning. For example, lab experiments are incorporated to enhance learning.
- Educational Technology: RHS is equipped with enhanced classrooms, classroom computers, computer labs, and smart boards in addition to other subject-specific technology resources. Teachers at RHS are encouraged to maintain an instructional website.
- Individualized Instruction: Individualized instruction plans are used for students with IEPs, 504s, and Rtl documentation. RHS offers after school peer tutoring, Saturday School, and differentiated instruction to assist students individually.

Making the Most of the Wider Community

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- Systemic Renewal: RHS performs systemic renewal through academy advisory boards, OJT, Better Business, and the Chamber of Commerce
- School-Community Collaboration: Students have opportunities to take field trips to local state colleges.
- Career and Technical Education:

Career and Technical courses are offered to prepare students for the workplace after graduation. In addition, RHS offers academies for CISCO and Culinary students.
- Safe Schools: - RHS ensures safety through the use of the school resource officer, peer mediation, security cameras, tardy sweeps, and active supervision.

Postsecondary Transition Note: **Required for High School** – Sec. 1008.37(4), F.S.

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

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

School District of Clay County

Smart Goals

Smart
= **Specific**
Measurable
Attainable
Realistic
Timely

2012-2013 School Improvement Plan

Goal 1: Student
Performance

Content Area:

Reading **Goal**

2: Student
Performance

Content Area:

Math **Goal**

3: Student
Performance:

Content Area:

Writing

Goal 4: Student
Performance

Content Area:

Science **Goal**

5: Parental

Involvement

Goal 6: Other:

Ex. School

Climate.

Attendance, other

measureable

school-specific

goal.

Goal 1: By
June 2013,
students in
grades 9 and 10
will increase
the number
of proficient
readers on
FCAT by
5.875% percent
or more in the
total population
and in all
subgroups.

**Strategies,
Indicators
and Progress
Measures**

2012-2013 School Improvement Plan

I. Strategy

1 : Implement the research-based strategy of analyzing and using reading data from multiple assessments and measures to diagnose students' reading needs, modify instruction based on student reading needs, and use student reading needs to drive the learning process.

***Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.**

Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
August 2012	August 2013	August 2014	August 2015	August 2016

2012-2013 School Improvement Plan

**II.
Adult
Implementa
tion
Indicato
r (s):**

60% 75% 85% 95% 100%

100% of teachers will implement the research-based strategy of analyzing and using reading data from multiple assessments and measures to diagnose students' reading needs; modify instruction based on student reading needs; and use student reading needs to drive the learning process.

FCAT	FC	FC	FC	FC
/EOC	AT/ EOC	AT/ EOC	AT/ EOC	AT/ EOC
August	Aug ust	Aug ust	Aug ust	Aug ust
2012	2013	2014	2015	2016

2012-2013 School Improvement Plan

	53%	58.8	64.7	70.6	76.5
	Proficiency	75%	5%	25%	0%
		Proficiency	Proficiency	Proficiency	Proficiency
III.					
STUDENT	(47%)				
PERFORMANCE	Non	(41.1	(35.2	(29.3	(23.5
ANCE INDICATOR(S):	Proficient	25%)	5%)	75%)	0%)
	Non	Non	Non	Non	Non
	Proficient	Proficient	Proficient	Proficient	Proficient

Students will consistently increase their FCAT Reading scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Personnel	Implementation Timeline	Resources Needed: Material/Technology/Trainer	Related PD	Funding/Funding Source
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2012-2013 School Improvement Plan

1.1 Task 1	<i>Agenda</i>	<i>Principal</i>	<i>2012-13 School Year</i>	<i>Materials for PLCs Workshops</i>	<i>RHS 12-13 Differences</i>	<i>\$288.37</i>
Opportunity for teachers to collaborate during a monthly PLC on how to implement differentiated Instructional strategies in their content area.	<i>Sign-in sheets</i>	<i>For eign Language Department Chair</i>		<i>9 books @ 30.39</i>	<i>Workshop on A Guide for eign Language Teachers</i>	<i>RHS 12-13 Differences</i>
	<i>Reflection sheets</i>				<i>Instructional Guide for eign Language Teachers</i>	<i>RHS 12-13 Differences</i>
	<i>Implementation strategies</i>				<i>0100 6400 0510 0431</i>	<i>0100 6400 0510 0431</i>

2012-2013 School Improvement Plan

<p>1.2: Teachers establish a common ritual of utilizing small group instruction based on reading needs of all students</p>	<p><i>PD 360 Walkt hroug h</i></p>	<p><i>Admi nistr ation</i></p>	<p><i>201 2-13 Sch ool Year</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>
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2012-2013 School Improvement Plan

<p>1.3:Professional development and support to staff will be provided through the PLCs. Worksh ops RHS 112-13 What Great Teachers</p> <p>Do Differently . Teachers will be encouraged to participate in NGFOR-PD and NGCAR-PD.</p>	<p>Ag end develop ment and support to staff will be provided through the PLCs. Worksh ops RHS 112-13 What Great Teachers</p> <p>Feed back \refle ction form s</p>	<p>Ad mini stra tion</p> <p>n-in shee ts;</p> <p>Yea r</p>	<p>20 12-13</p> <p>Sch ool Yea r</p>	<p>Materi als for PLCs: Worksh ops</p>	<p>R H S R 1 2 - 1 3 3 W h at G r eat T e ach ers Do Dif fere ntly c h e rs D o 05I O if fe r e nt ly</p>	<p>\$55 3.0 0 - R HS 12-13 W hat Gr eat T e ach ers Do Dif fere ntly OI OO 64 00 05I O 043 1</p>
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1.4 Teachers are encouraged to participate in NGFOR-PD and NGCAR-PD PLCs.	<i>Age nda Min utes, Sign in she ets, Imple ment ation with stud ents in the classr oom.</i>	<i>Ad min istr ati on, Sha ron Wal sh</i>	<i>20 12- 13 Sch ool Yea r</i>	<i>Class room Techno logy</i>	<i>N/ A</i>	<i>N/A</i>
1.5 School Advisory Council will provide resources as needed.	<i>SAC Minut es</i>	<i>SA C Ch air, Ad min istr atio n</i>	<i>20 12- 20 13 Sch ool Yea r</i>	<i>Sunp rinter Prog ram, Class room supp lies/ techno logy as needed</i>	<i>N/A</i>	<i>\$805 5.00 0100 5100 0510 0431 1182</i>

School District of Clay County

Smart Goals

Smart
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Realistic
Timely

2012-2013 School Improvement Plan

Goal 1: Student Performance

Content Area:

Reading **Goal**

2: Student Performance

Content Area: Math

Goal 3: Student Performance:

Content Area:

Writing

Goal 4: Student Performance

Content Area:

Science **Goal**

5: Parental Involvement

Goal 6: Other: Ex.

School Climate.

Attendance, other measureable school-specific goal.

Goal 2: By June 2013, students in grades 9 and 10 will increase the number of students scoring at or above grade level by 2.5 percent or more in the total population and in all subgroups.

**Strategies,
Indicators and
Progress Measures**

2012-2013 School Improvement Plan

I. Strategy 2:

Implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve

student mastery based on state-adopted standards appropriate to the level of academic rigor for Math.

***Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.**

progr ress Mea sure	Pr ogr ess Mea sure	Pr ogr ess Mea sure	Prog ress Mea sure	Pr ogr ess Mea sure
Aug ust	Aug ust	Aug ust	Aug ust	Aug ust
2012	2013	2014	2015	2016

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<p>II. Adult Implementation Indicator (s): 100% of teachers will implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor.</p>	<p>60%</p>	<p>75%</p>	<p>85%</p>	<p>95%</p>	<p>100%</p>
	<p>FC AT/ EOC</p>	<p>FC AT/ EOC C</p>	<p>FC AT/ EOC C</p>	<p>FC AT/ EOC</p>	<p>FC AT/ EOC</p>
	<p>Aug ust</p>	<p>Aug ust</p>	<p>Aug ust</p>	<p>Aug ust</p>	<p>Aug ust</p>
	<p>2012</p>	<p>2013</p>	<p>2014</p>	<p>2015</p>	<p>2016</p>

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<p>III. Student Performance Indicator (s):</p> <p>Students will consistently increase their FCAT Math scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.</p>	<p>80% Proficiency (20%) Non Proficient</p>	<p>82.5% Proficiency (17.5%) Non Proficient</p>	<p>85% Proficiency (15%) Non Proficient</p>	<p>87.5% Proficiency (12.5%) Non Proficient</p>	<p>90% Proficiency (10%) Non Proficient</p>
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Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
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<p>2.1 Teachers will identify the standards/ benchmarks for lesson in lesson plan or on board . Task 1: Teachers will make reference to the standards/ benchmark when delivering lessons. Task 2: Students will be</p>	<p>Observation, weekly lesson plans, student work samples, feedback . from me de part ment meeting . s</p>	<p>P r i n c i p a l d e p a r t m e n t c h i r</p>	<p>20 12- 201 3 Sch ool Year r</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
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<p>2.2 Teachers will use district curriculum maps/pacing as provided.</p> <p>Task 1. Teachers will utilize the district curriculum maps in their short term planning.</p> <p>Task 2. Teachers will utilize the district curriculum maps in their long/short term planning.</p>	<p>Observation, weekly lesson plans, student work samples, feedback</p> <p>from department principals; Agenda, De</p> <p>for Classroom Assessment from PLC meetings.</p>	<p>P r i n c i p a l s o n , T e a c h e r s o n l y k</p>	<p>20 12- 201 3</p> <p>Sch ool Yea r</p>	<p>Pa per, Ink.</p>	<p>R HS 12- 13</p> <p>M a t h</p> <p>P r o f e s s i o n a l</p> <p>L e a r i n g</p> <p>C o m m u n i t y</p> <p>C</p>
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*Task
3:
Teachers will
have
the
opportunity
to
collaborate
during
a
common
planning
time
to
develop
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<p>2.3 Teachers will utilize Performance Matters data reports to record and monitor student performance.</p> <p>Task 1. Teachers will print out reports for benchmark marks</p>	<p>Sign-in sheets; feedback forms</p>	<p>Scott Thomas</p>	<p>2012-2013</p> <p>School Year</p>	<p>Appropriate functioning technology for all teachers</p>	<p>n/a</p>	<p>n/a</p>
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<p>2.4 Teach- ers will use diag- nostic stud- ent data</p> <p>from form- ative asse- ssme- nts to dev- elop diffe- renti- ated instr- uctio- n and strate- gies</p> <p>to mon- itor stud- ent learn- ing</p> <p>based on indiv- idual stud- ent needs</p>	<p>Sign-in sheets; feedbac- k forms</p>	<p>Adm- inist- ratio n</p>	<p>20 12- 201 3</p> <p>Sch- ool Yea- r</p>	<p>Ma- teri- als for</p> <p>PL Cs/ Wor- ksh- ops, Cla- ssro- oms, Tec- hno- logy, Var- ious Pe- dag- ogi- cal Tool- s</p>	<p>R- HS 12- 13 W hat Gr- eat Te- ach- ers Do Dif- fer- ent- ly</p>	<p>\$55 3.00 RHS 12- 13 hat W hat Gr eat Tea- cher s Do Dif- feren- tly</p> <p>01 00 64 00 051 0</p> <p>043 110 41</p>
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Smart Goals

Smart

= **Specific**

Measurable

Attainable

Realistic

Timely

Goal 1: Student
Performance
Content Area:
Reading

Goal 2: Student
Performance
Content Area: Math **Goal**

3: Student
Performance:
Content Area:
Writing

Goal 4: Student
Performance
Content
Area: Science

Goal 5: Parental
Involvement

Goal 6: Other:
Ex. School
Climate,
Attendance,

other
measurable
school-specific
goal.

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Goal 3: By June 2013, the number of students improving their performance in writing by at least 1% will increase by 3.125 percent or more in the total population and will improve or maintain in all subgroups. The number of students meeting high standards (FCAT Level3 and Above) will increase to 90% or more by 2016.

**Strategies,
Indicators
and Progress
Measures**

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1. **Strategy 3:**
Implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of

2012-2013 School Improvement Plan

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rigor.*

*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012	August 2013	August 2014	August 2015	August 2016
II. Adult Implementation Indicator (s):	60%	75%	85%	95%	100%

100% of teachers will implement the research-based strategy of relating and integrating writing with other disciplines during instruction .

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	FC AT/ EOC	FC AT/ EOC	FC AT/ EO C	FCAT/ EOC August 2015	FCAT /EOC August 2016
	August 2012	August 2013	August 2014		
III. Student Performance Indicator(S):	75% Proficiency (25%) Non Proficient	82.5% Proficiency (21.875% Non Proficient	85% Proficiency (18.75% Non Proficient	87.5% Proficiency (15.625% Non Proficient	90% Proficiency (12.5% Non Proficient
Students will consistently increase their FCAT Writing scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.					

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Implementation Details

Action Steps	Evidence/Date	Personnel	Implementation Timeline	Resources	Responsible	Funding/Source
				Material / Technology / Trainer		

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3.1 Teachers demonstrate knowledge of research- based practices of writing across the content areas	Age nda s; Sig n- in she ets; feed back for ms; strat egy	Ro sea nne Arv in; Ad min istr atio n s c h o l y e a r leas t one stud ent.	2 0 1 2 - 2 0 1 3 3 s c h o l y e a r leas t one stud ent.	PLC Book s	R H S 1 2 - 13 Es say Test- Tak ing PLC T e s t - 6 4 0 0 i n 5 1 P 0 L C 4 3 1 d R H S 1 2 - 1 3 P r o fi	\$369 .60 RHS 12 - 13 Es say Test- Tak ing PLC 0 1 0 6 4 0 0 0 5 1 0 0 4 3 1
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3.2	Age	De	2	A	R	n/a
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NGSSS	sig	me	2	r	l	
for	n-	nt	-	o	2	
content	in	He	2	p	-	
and grade	she	ad	0	r	l	
level	ets;		1	i	3	
instruction.	fee	De	3	a	L	
	dba	ie	s	e	a	
Task I:	ck	Lo	c	a	n	
Opportunities	for	ud	h	n	g	
for teachers	ms;	y;	o	d	u	
to collaborate		Sh	o	f	a	
during monthly	revis	ar	l	u	g	
meetings will	sed	on		n	e	
be provided to	pac		y	c	A	
further revise,	ing	W	e	ti	r	
develop, and	gui	als	a	o	t	
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current writing	;	De		i	P	
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a focus on	es,			r	r	
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2012-2013 School Improvement Plan

3.3	<i>Sig</i>	<i>Ad</i>	<i>20</i>	<i>Mate</i>	<i>R</i>	<i>\$5</i>
<i>Teachers</i>	<i>n-in</i>	<i>min</i>	<i>12-</i>	<i>rials</i>	<i>H</i>	<i>53.</i>
<i>will use</i>	<i>she</i>	<i>istr</i>	<i>201</i>	<i>for</i>	<i>S</i>	<i>00-</i>
<i>diagnostic</i>	<i>ets;</i>	<i>atio</i>	<i>3</i>		<i>1</i>	<i>RHS</i>
<i>student</i>		<i>n</i>		<i>PL</i>	<i>2</i>	<i>12-</i>
<i>data from</i>	<i>feed</i>		<i>Sch</i>	<i>Cs/</i>	<i>-</i>	
<i>formative</i>	<i>back</i>		<i>ool</i>	<i>Wor</i>	<i>1</i>	<i>1</i>
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<i>develop</i>					<i>W</i>	<i>W</i>
<i>differe</i>					<i>h</i>	<i>h</i>
<i>ntiated</i>					<i>a</i>	<i>a</i>
<i>instruction</i>					<i>t</i>	<i>t</i>
<i>and</i>						
<i>strategies</i>					<i>G</i>	<i>G</i>
<i>to monitor</i>					<i>r</i>	<i>r</i>
<i>student</i>					<i>e</i>	<i>e</i>
<i>learning</i>					<i>a</i>	<i>a</i>
<i>based on</i>					<i>t</i>	<i>t</i>
<i>individual</i>						
<i>student</i>					<i>T</i>	<i>T</i>
<i>needs.</i>					<i>e</i>	<i>e</i>
					<i>a</i>	<i>a</i>
					<i>c</i>	<i>c</i>
<i>Task 1:</i>					<i>h</i>	<i>h</i>
<i>Professional</i>					<i>e</i>	<i>e</i>
<i>development</i>					<i>r</i>	<i>r</i>
<i>and support to</i>					<i>s</i>	<i>s</i>
<i>staff will be</i>						
<i>provided</i>					<i>D</i>	<i>D</i>
<i>through</i>					<i>o</i>	<i>o</i>
<i>the PLCs/</i>						
<i>Workshops</i>					<i>D</i>	<i>D</i>
<i>RHS 12-13</i>					<i>i</i>	<i>i</i>
<i>What Great</i>		<i>Sev</i>			<i>f</i>	<i>f</i>
<i>Teachers Do</i>		<i>en</i>			<i>f</i>	<i>f</i>
<i>Differently.</i>	<i>Age</i>	<i>Fo</i>	<i>Oc</i>	<i>Wor</i>	<i>e</i>	<i>e</i>
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	<i>Str</i>	<i>gn</i>		<i>op</i>	<i>e</i>	<i>e</i>
	<i>ate</i>	<i>La</i>			<i>n</i>	<i>n</i>
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3.4 Task 1:

2012-2013 School Improvement Plan

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<i>the Florida</i>	<i>sroo</i>	<i>01</i>
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<i>Language</i>		<i>64</i>
<i>State</i>		<i>00</i>
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2012-2013 School Improvement Plan
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2012-2013 School Improvement Plan
School District of Clay County

Smart Goals

Smart

= **Specific**

Measurable

Attainable

Realistic

Timely

Goal 1: Student

Performance

Content Area:

Reading **Goal**

2: Student

Performance

Content Area: _

Math **Goal**

3: Student

Performance:

Content Area:

Writing

Goal 4: Student

Performance

Content Area:

Science **Goal**

5: Parental

Involvement

Goal 6: Other: Ex.

School Climate.

Attendance, other

measurable

school-specific

goal.

2012-2013 School Improvement Plan

Goal 4: Based on the Biology EOC assessment of June 2012, the number of Biology I, Biology I Honors, and Pre-IB Biology students meeting high standards in science (as expressed by achieving a passing score) will be at least 45% of the tested population. The number of students meeting high standards (EOC Passing Score and Above) will increase to 72.5% or more by 2016.

**Strategies,
Indicators
and Progress
Measures**

2012-2013 School Improvement Plan

I. Strategy 4:

Implement the research-based strategy of planning and designing engaging, challenging, and relevant lessons to achieve

student mastery based on state-adopted standards appropriate to the level of academic rigor for Science.

***Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.**

Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
August 2012	August 2013	August 2014	August 2015	August 2016

2012-2013 School Improvement Plan

I. Adult Implementation Indicator (s):

60%	75%	85%	95%	100%
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100% of teachers will implement the research-based strategy of planning and designing engaging, and relevant lessons to achieve student mastery of state NGSSS for science.

FC AT/ EOC	FC AT/ EO C	FC AT/ EO C	FC AT/ EO C	FC AT/ EOC
August 2012	August 2013	August 2014	August 2015	August 2016

2012-2013 School Improvement Plan

II. Student Performance Indicator (s): Students will consistently increase their EOC Science scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.	45%	51.8	58.7	65.6	72.
	Proficiency	75%	5%	25%	5%
		Proficiency	Proficiency	Proficiency	Proficiency
		(55%)	(48%)	(41%)	(34%)
		Non-proficient	Non-proficient	Non-proficient	Non-proficient
		Proficient	Proficient	Proficient	Proficient
		Non-proficient	Non-proficient	Non-proficient	Non-proficient
		Proficient	Proficient	Proficient	Proficient
		Non-proficient	Non-proficient	Non-proficient	Non-proficient
		Proficient	Proficient	Proficient	Proficient

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology/ Trainer	Related Programs	Funding/ Funding Source
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2012-2013 School Improvement Plan

<p>4.1 Teachers will identify the standards /benchmarks for lesson in lesson plan or on board.</p> <p>Task I: Teachers will make reference to the standard/ benchmark when delivering lesson.</p>	<p>L e s s o n p l a n b o a r d , o b s e r v a t i o n , f e e d b a c</p>	<p>P r i n c i p a l , d e p a r t m e n t c o o r d i n a t o r s</p>	<p>20 12- 201 3 Sch ool Yea r</p>	<p>n/ a</p>	<p>n/ a</p>	<p>n/a</p>
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2012-2013 School Improvement Plan

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2012-2013 School Improvement Plan

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Task 1. Teachers	se	r			S	
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curriculum	io	e			e	
maps in their	n,	n			n	
short term	fe	t			c	
planning.	e				e	
Task 2.	d	l				
Teachers	b	i			P	
will utilize	a	a			r	
the district	c	i			o	
curriculum	k	s			f	
maps in their	at	o			e	
long short	d	n			s	
term planning.	e	.			s	
	p				i	
Task 3:	a				o	
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to develop and	in				r	
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incorporating	fe				n	
the 8	e				g	
standards for	d					
Mathematical	b				C	
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beginning with	c				m	
Practice 4,	k				m	
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2012-2013 School Improvement Plan

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2012-2013 School Improvement Plan

<p>4.3 Teachers will use diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs.</p> <p>Task 1: Professional development and support to staff will be provided through the PLCs/ Work shops RHS 12-13 What Great Teachers Do Differently.</p>	<p>Sig n-in shee ts; Ad mini stra tion 20 12- 201 3</p> <p>feed back forms</p> <p>School Year</p>	<p>M at er ia ls fo r W h a t G o o l s</p> <p>Sch ool Year</p> <p>P L C s/ W o r k s h o p s</p>	<p>R at er ia ls fo r W h a t G o o l s</p> <p>W h a t G o o l s</p> <p>T e a c h e r s</p> <p>D i f f e r e n t i a l l y</p>	<p>\$5 53. 00- RHS 12- 1 3</p> <p>1 3</p> <p>W h a t G o o l s</p> <p>T e a c h e r s</p> <p>D i f f e r e n t i a l l y</p>
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2012-2013 School Improvement Plan

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Smart Goals

Smart
= **S**pecific

2012-2013 School Improvement Plan

M measurable
A attainable
R realistic
T timely

Goal 1: Student
Performance
Content Area:

Reading **Goal**

2: Student
Performance
Content Area: _

Math **Goal**

3: Student
Performance:
Content Area:

Writing

Goal 4: Student
Performance
Content Area:

Science **Goal**

5: Parental
Involvement

Goal 6: Other: Ex.
School Climate.
Attendance, other
measurable
school-specific
goal.

2012-2013 School Improvement Plan

Goal 5: At the 2012 freshmen orientation meeting for parents, approximately 150 parents were in attendance. Three hundred and twenty four (324) freshmen are enrolled at RHS for the 2012-2013 school year. By August 2013, freshmen parental involvement will improve by 21.75% over the previous year as measured by attendance at the freshmen orientation parent meeting and the parent/curriculum night sponsored by guidance. The number of stakeholders attending these meetings will increase to 50% or more by 2016.

**Strategies,
Indicators
and Progress
Measures**

2012-2013 School Improvement Plan

- I. Strategy 5:**
 Implement the research based strategy of fostering two-way home/school communication with all stakeholders to support student learning, with an emphasis on freshman.

*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012	August 2013	August 2014	August 2015	August 2016

2012-2013 School Improvement Plan

II. Adult 60% 75% 85% 95% 100%
Implem
entation
Indicator
(s):

100% of
teachers will
implement
the research-
based strategy
of fostering
two-way
home/school
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tion with all
stakeholders
to support
student
learning.

	FC AT/ EOC	FC AT/ EO C	FC AT/ EO C	FC AT/ EO C	FC AT/ EOC
	Augu st 2012	Aug ust 2013	Aug ust 2014	Aug ust 2015	Augu st 2016

2012-2013 School Improvement Plan

III. Student Performance Indicator (s):	324	324	324	324	329
Freshmen will consistently increase their parental involvement until we reduce the percentage of families who are absent from orientation parent meeting and parent/curriculum night sponsored by administration and guidance by at least 50% by 2016.	Freshmen Students	Freshmen Students	Freshmen Students	Freshmen Students	Freshmen Students
	(174)	(152)	13	(108)	87
	Non	.25)	0.5	Non	Non
	Attendees	Non Attendees	Non Attendees	Non Attendees	Attendees
					(329 Attendees)

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/Date	Person(s) Responsible	Implementation Timeline	Resources	Responsible Personnel	Funding/Source
<p>5.1 Teachers volunteer resources and guidance as needed.</p> <p>Task 1: Staff will create a yearly calendar of events to add to the school website informing parents of upcoming events, including freshmen orientation</p>	School Website	Principal, Charles Little, Teachers	School Year 2012-2013	Website	Staff	n/a

2012-2013 School Improvement Plan

<i>Task 2:</i>	<i>F</i>	<i>P</i>	<i>Sch</i>	<i>A</i>	<i>n</i>	<i>n/a</i>	<i>1</i>
<i>Teachers and</i>	<i>l</i>	<i>r</i>	<i>ool</i>	<i>p</i>	<i>/</i>		
<i>staff will share</i>	<i>y</i>	<i>i</i>	<i>Ye</i>	<i>pr</i>	<i>a</i>		
<i>responsibilities</i>	<i>e</i>	<i>n</i>	<i>ar</i>	<i>o</i>			
<i>for freshmen</i>	<i>r</i>	<i>c</i>	<i>mm</i>	<i>pr</i>			
<i>orientation to</i>	<i>,</i>	<i>i</i>	<i>er</i>	<i>te</i>			
<i>attract parents</i>		<i>p</i>	<i>20</i>				
<i>to attend the</i>	<i>e</i>	<i>a</i>	<i>12-</i>	<i>F</i>			
<i>freshmen</i>	<i>d</i>	<i>l</i>	<i>201</i>	<i>u</i>			
<i>orientation</i>	<i>u</i>	<i>,</i>	<i>3</i>	<i>n</i>			
<i>parent meeting.</i>	<i>b</i>			<i>ct</i>			
<i>Communication</i>	<i>o</i>	<i>T</i>		<i>io</i>			
<i>strategies will</i>	<i>a</i>	<i>e</i>		<i>ni</i>			
<i>include a paper</i>	<i>r</i>	<i>a</i>		<i>n</i>			
<i>printed flyer,</i>	<i>d</i>	<i>c</i>		<i>g</i>			
<i>eduboard,</i>	<i>,</i>	<i>h</i>					
<i>parent link,</i>		<i>e</i>		<i>T</i>			
<i>and alerting</i>	<i>p</i>	<i>r</i>		<i>e</i>			
<i>Junior High</i>	<i>a</i>	<i>s</i>		<i>c</i>			
<i>School guidance</i>	<i>r</i>			<i>h</i>			
<i>departments to</i>	<i>e</i>			<i>n</i>			
<i>put information</i>	<i>n</i>			<i>ol</i>			
<i>regarding</i>	<i>t</i>			<i>o</i>			
<i>orientation in</i>				<i>g</i>			
<i>Junior High</i>	<i>l</i>			<i>y</i>			
<i>newsletters.</i>	<i>i</i>						
	<i>n</i>						
	<i>k</i>						

2012-2013 School Improvement Plan

Task 3: A guest speaker will be selected to present at the parent meeting for freshmen orientation.

<i>Ag</i>	<i>Pri</i>	<i>Su</i>	<i>n/</i>	<i>n</i>	<i>n/a</i>
<i>en</i>	<i>nci</i>	<i>mm</i>	<i>a</i>	<i>/</i>	
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2012-2013 School Improvement Plan

<i>Task 4: The RHS guidance department will share responsibilities along with teachers and administration to attract parents to attend the parent night/ curriculum fair in the Spring of 2013. Communication strategies will include a paper printed flyer, eduboard, and parent link.</i>	<i>F l y e r , e d u b o a r d p a r e n t l i n k</i>	<i>P r i n c i p a l G u i d a n c e</i>	<i>Spr ing 201 3</i>	<i>A p p r o p i a t e d i n g T e c h n o l o g y</i>	<i>n / a</i>	<i>n/a</i>
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2012-2013 School Improvement Plan

Smart Goals

Smart

= **Specific**

Measurable

Attainable

Realistic

Timely

Goal 1: Student
Performance

Content Area:

Reading **Goal**

2: Student

Performance

Content Area: _

Math **Goal**

3: Student

Performance:

Content Area:

Writing

Goal 4: Student
Performance

Content Area:

Science **Goal**

5: Parental

Involvement

Goal 6: Other: Ex.

School Climate.

Attendance, other

measurable

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goal.

2012-2013 School Improvement Plan

Goal 6: In 2012-2013, Ridgeview High School IB students (53) will maintain or improve the exam passing rates and improve the diploma rate by at least 3.125%. The number of students (300) scoring 3 or above on AP exams will increase 6.25% or more per year until 2016.

**Strategies,
Indicators
and Progress
Measures**

2012-2013 School Improvement Plan

I. Strategy 6:

Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources,

including appropriate technology, that requires students to demonstrate a variety of relevant competencies.

2012-2013 School Improvement Plan

*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August 2012	August 2013	August 2014	August 2015	August 2016
II. Adult Implementation Indicator (s) :	60%	75%	85%	95%	100%

100% of teachers will implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.

2012-2013 School Improvement Plan

Data	Data	Data	Data	Data
	August	August	August	August
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

III. Student Performance Indicator (s):	IB:	IB:	IB:	IB:	IB:
AP and IB Students will consistently increase their test scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016	25% Non Proficient	21.8 75% Non Proficient	18.7 5% Non Proficient	15.6 25% Non Proficient	12.5% Non Proficient
	75% Proficient	78.1 25% Proficient	81.2 5% Proficient	84.3 75% Proficient	84.3 Proficient
	AP: 50% Non Proficient (150 Students)	AP: 43.7 5% Non Proficient (140 Students)	AP: 37.5 5% Non Proficient (131 Students)	AP: 31.2 5% Non Proficient (123 Students)	AP: 25% Non Proficient (115 Students)
	50% Proficient	56.2 5% Proficient	62.5 5% Proficient	68.7 5% Proficient	75% Proficient

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Person (s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/ Funding Source
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2012-2013 School Improvement Plan

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2012-2013 School Improvement Plan

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2012-2013 School Improvement Plan

<p><i>Task 2: Teachers will receive training (if needed) on teaching advanced coursework for AP.</i></p>	<p><i>Si gn -in sh eet ; ; f o l l o w - u p f o r m s</i></p>	<p><i>Ad min istr ati on; AP Co ord ina tor</i></p>	<p><i>20 12- 201 3</i></p> <p><i>Sch ool Yea r</i></p>	<p><i>n/ a</i></p>	<p><i>AP Wo rks hop ; A P S u m m e r I n s t i t u t e (B i o l o g y , En gli sh Li ter atu re, En gli sh La ng ua ge, Mi</i></p>
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2012-2013 School Improvement Plan

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2012-2013 School Improvement Plan

<p>6.2 Teachers will utilize enhanced classroom technology when appropriate.</p> <p>Task I: Teachers will receive training (if needed) on using the enhanced classroom.</p>	<p>Sig n- in she ets</p>	<p>Pri nci pal</p>	<p>Pr e- pla nni ng-</p>	<p>Ap pr op ria te</p>	<p>TB D</p>	<p>n/a</p>
			<p>20 12- 201 3</p>	<p>f u n c t i o n i n g s c h o l o g y</p>		

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	

2012-2013 School Improvement Plan

<p>Conference/Workshop/Seminar/Institute/Online PD</p> <p>Goal and Action Step #(s)</p> <p>Title :</p> <p>Location:</p> <p>Dates:</p> <p>Sponsoring Educational Institution:</p>	<p>Mileage</p> <p>Meals</p> <p>Room</p> <p>Registration</p> <p>Substitute(s)</p>	<p>Budget Strip</p>	
<p>Professional Learning Community</p> <p>Goal and Action Step #(s)</p> <p>Navigator Plus Activity Title:</p>	<p>Materials List and Cost:</p>	<p>Budget Strip</p>	
<p>Lesson Study</p> <p>Goal and Action Step #(s): 1.1 Task 1 Differentiated Instruction: A Guide for Foreign Language Teachers.</p> <p>Navigator Plus Activity Title:</p> <p>RHS 12-13 Differentiated Instruction: A Guide for Foreign Language Teachers.</p>	<p>Materials List & Cost:</p> <p>9@ \$30.09</p>	<p>Budget Strip</p> <p>0100 6400 0510 0431</p>	<p>\$288.37</p>
<p>School Workshop</p> <p>Goal and Action Step #(s)</p> <p>Navigator Plus Activity Title:</p>	<p>Materials List and Cost:</p> <p>Consultant Fee:</p> <p>Consultant Travel Expenses:</p> <p>Substitutes:</p> <p>Stipends:</p>	<p>Budget Strip</p>	
<p>Subtotal:</p>			
<p>Other</p>			
<p>Goal Area and Action Step Number</p>	<p>Description of Resources</p>	<p>Budget Strip</p>	<p>Available Amount</p>
<p></p>			
<p>Subtotal: \$288.37</p>			
<p>Grand Total:</p>			

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Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Conference/Workshop/Seminar/Institute/Online PD	Mileage	Budget Strip	
Goal and Action Step #(s)	Meals		
Title :	Room		
Location:	Registration		
Dates:	Substitute(s)		
Sponsoring Educational Institution:			
Professional Learning Community	Materials List and Cost:	Budget Strip	20 Books-
Goal and Action Step #(s): 1.1 Task 3, 2.4 Task 1, 3.3 Task 1; 4.3 Task 1	20 Books- What Great Teachers do	0100 6400 0510 0431 1041	\$364.60
Navigator Plus Activity Title:	Differently (\$18.23 each) Facilitator's Guide (\$16.59) Study Guide (\$14.90)		Facilitator's Guide - \$16.95
RHS 12-13 What Great Teachers Do Differently			Study Guide- \$16.59
Lesson Study	Materials List & Cost:	Budget Strip	
Goal and Action Step #(s)			
Navigator Plus Activity Title:			

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School Workshop	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s)	Consultant Fee:		
Navigator Plus Activity Title:	Consultant Travel Expenses:		
	Substitutes:		
	Stipends:		
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$553.00			
Grand Total:			

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	

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<p>Conference/Workshop/Seminar/Institute/Online PD</p> <p>Goal and Action Step #(s)</p> <p>Title :</p> <p>Location:</p> <p>Dates:</p> <p>Sponsoring Educational Institution:</p>	<p>Mileage</p> <p>Meals</p> <p>Room</p> <p>Registration</p> <p>Substitute(s)</p>	<p>Budget Strip</p>	
<p>Professional Learning Community</p> <p>Goal and Action Step #(s)</p> <p>Navigator Plus Activity Title:</p>	<p>Materials List and Cost:</p>	<p>Budget Strip</p>	
<p>Lesson Study</p> <p>Goal and Action Step #(s)</p> <p>Navigator Plus Activity Title:</p>	<p>Materials List & Cost:</p>	<p>Budget Strip</p>	
<p>School Workshop</p> <p>Goal and Action Step #(s)</p> <p>Navigator Plus Activity Title:</p>	<p>Materials List and Cost:</p> <p>Consultant Fee:</p> <p>Consultant Travel Expenses:</p> <p>Substitutes:</p> <p>Stipends:</p>	<p>Budget Strip</p>	
<p>Subtotal:</p>			
<p>Other</p>			
<p>Goal Area and Action Step Number</p>	<p>Description of Resources</p>	<p>Budget Strip</p>	<p>Available Amount</p>
<p>Goals 1,2,3,4 Action Step 1.1 Task 5</p>	<p>Sunprint Program \$3000.00, classroom supplies/technology as needed for school year 2012-13. \$5055.00</p>	<p>0100 5100 0510 04311182</p>	<p>\$5055.00</p>
<p>Subtotal:\$ 5055.00</p>			
<p>Grand Total:</p>			

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Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Conference/Workshop/Seminar/Institute/Online PD	Mileage	Budget Strip	
Goal and Action Step #(s)	Meals		
Title :	Room		
Location:	Registration		
Dates:	Substitute(s)		
Sponsoring Educational Institution:			
Professional Learning Community	Materials List and Cost:	Budget Strip	\$369.60
Goal and Action Step #(s): Step3.1 Task1	24 Student Guides (\$14.00 each)	0100 6400 0510 0431 0000	
Navigator Plus Activity Title: RHS 12-13 Essay Test-Taking PLC			
Lesson Study	Materials List & Cost:	Budget Strip	
Goal and Action Step #(s)			
Navigator Plus Activity Title:			

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School Workshop	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s)	Consultant Fee:		
Navigator Plus Activity Title:	Consultant Travel Expenses:		
	Substitutes:		
	Stipends:		
Subtotal:			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: \$369.60			
Grand Total:			

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Subtotal:			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	

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<p>Conference/Workshop/Seminar/Institute/Online PD</p> <p>Goal and Action Step #(s) 3.4 Task 1</p> <p>Title : Florida Foreign Language State Conference</p> <p>Location:</p> <p>Dates: 10/18-10/20</p> <p>Sponsoring Educational Institution:</p>	<p>Mileage</p> <p>Meals</p> <p>Room</p> <p>Registration</p> <p>Substitute(s)</p>	<p>Budget Strip</p> <p>0100 6400 0330 0431 0000</p>	<p>\$910.00</p>
<p>Professional Learning Community</p> <p>Goal and Action Step #(s):</p> <p>Navigator Plus Activity Title:</p>	<p>Materials List and Cost:</p> <p>24 Student Guides (\$14.00 each)</p>	<p>Budget Strip</p>	
<p>Lesson Study</p> <p>Goal and Action Step #(s)</p> <p>Navigator Plus Activity Title:</p>	<p>Materials List & Cost:</p>	<p>Budget Strip</p>	
<p>School Workshop</p> <p>Goal and Action Step #(s)</p> <p>Navigator Plus Activity Title:</p>	<p>Materials List and Cost:</p> <p>Consultant Fee:</p> <p>Consultant Travel Expenses:</p> <p>Substitutes:</p> <p>Stipends:</p>	<p>Budget Strip</p>	
<p>Subtotal:</p>			
<p>Other</p>			
<p>Goal Area and Action Step Number</p>	<p>Description of Resources</p>	<p>Budget Strip</p>	<p>Available Amount</p>
<p>Subtotal: \$910.00</p>			
<p>Grand Total:</p>			

External Checklist Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

Approval: ___ Yes ___ No (For office use only)

Background			
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2012-2013 School Improvement Plan

Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need proven,	current	instruction
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	ional strategies to improve the performance of the students assigned to the m.		
Objectives			
	Yes	No	Comments
How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-based strategy.	<input type="checkbox"/>	<input type="checkbox"/>	Reading, Goal 3. Task 3.4 Get Connected, connecting students to the global environment to assist students to think International
Training Details - Consultants			
Please use the comments section to provide the information requested.	Yes	No	Comments

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Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.	<input type="checkbox"/>	<input type="checkbox"/>	
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	
Date(s), Time(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	
Needs School Board approval	<input type="checkbox"/>	<input type="checkbox"/>	
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Yes	No	Comments
Name of educational organization providing the training.	<input type="checkbox"/>	<input type="checkbox"/>	Florida Foreign Language State Conference
Who will be trained?	<input type="checkbox"/>	<input type="checkbox"/>	7 Foreign Language Teachers
Date(s), Location	<input type="checkbox"/>	<input type="checkbox"/>	October 18-20,, 2012 St. Augustine Florida
Total Cost	<input type="checkbox"/>	<input type="checkbox"/>	\$910.00
Complete budget line for expenses	<input type="checkbox"/>	<input type="checkbox"/>	0100 6400 0330 0431 0000
Name of facilitator/person responsible	<input type="checkbox"/>	<input type="checkbox"/>	Mrs. Gudrun Martyny
Timelines			
	Yes	No	Comments
Start Date	<input type="checkbox"/>	<input type="checkbox"/>	
August 2, 2012			
End Date	<input type="checkbox"/>	<input type="checkbox"/>	
September 21, 2012			

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Budget			
Local FTE (function 6400-no project)	<input type="checkbox"/>	<input type="checkbox"/>	\$
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Project -	<input type="checkbox"/>	<input type="checkbox"/>	
Total External PD Budget (no project & project funds)	<input type="checkbox"/>	<input type="checkbox"/>	

Approvals: (Signature's required)

Principal: _____ **Date:** ___/___/___

SAC Chair: _____ **Date:** ___/___/___

Hilda Manning: _____ **Date:** ___/___/___

Shannah Kosek: _____ **Date:** ___/___/___

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				

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School-wide Training	Professional Development Details			
	Goal the Activity is Supporting _____ <ul style="list-style-type: none"> ● Action Step # ● Name of Activity ● Dates of Activity ● Name of Consultant or Facilitator (if applicable) ● Consultant Services Agreement (if applicable) ● Materials 			
	Budget Items Required			
	<ul style="list-style-type: none"> ● Action Step # ● Name of Activity ● Funding Source ● Cost of Consultant ● Cost of Materials ● Cost of Substitutes (if applicable) 			
Learning Community	Professional Development Details			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	Goal the Activity is Supporting Goal 1: Reading <ul style="list-style-type: none"> ● Action Step # -1.2 ● Name of Activity RHS -12-13 Differentiated Instruction ● Dates of Activity -October 2012- May 2013 ● Title of Book or Focus - Differentiated Instruction A Guide for Foreign Language Teachers 			
	Budget Items Required			

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	<ul style="list-style-type: none"> Action Step # - 1.2 Cost of Book/Teacher Materials - \$288.37 Funding Source - 0100 6400 0510 0431 0000 			
Learning Community	<p>Professional Development Details</p> <p>Goal the Activity is Supporting</p> <p>Goal 1 Reading</p>			
	<ul style="list-style-type: none"> 			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> Action Step # -1.3 Name of Activity RHS -12-13 What Great Teachers Do Differently Dates of Activity -October 2012 – December 2012 Title of Book or Focus - What Great Teachers Do Differently 			
	<ul style="list-style-type: none"> Budget Items Required 			
	<ul style="list-style-type: none"> Action Step # - 3.1 Cost of Book/Teacher Materials - \$553.96 Funding Source - 0100 6400 0510 0431 0000 			
Learning Community	<p>Professional Development Details</p> <p>Goal the Activity is Supporting</p> <p>Goal 3 Writing</p>			

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<p>(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)</p>	<ul style="list-style-type: none"> • • Action Step # -3.1 • Name of Activity RHS -12-13 Essay Test-Taking PLC • Dates of Activity -September 2012 – December 2012 • Title of Book or Focus - Essay Test Taking 			
	<ul style="list-style-type: none"> • Budget Items Required 			
	<ul style="list-style-type: none"> • Action Step # - 3.1 • Cost of Book/Teacher Materials - \$369.60 • Funding Source - 0100 6400 0510 0431 0000 			
<p>Lesson Study/Action Research</p>	<p>Professional Development Details</p> <p>Goal the Activity is Supporting _____</p>			
<p>(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. - must use Lesson Study form)</p>	<ul style="list-style-type: none"> • Action Step # • Name of Activity • Dates of Activity • Teaching strategy or method to be researched 			
	<p>Budget Items Required</p>			
	<ul style="list-style-type: none"> • Action Step # • Cost of Teacher Materials (If applicable) 			
<p>Timelines</p>				

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Start Date:			
August 2, 2012			
End date:			
September 21, 2012			
Budget			
Local FTE (function 6400-no project)	\$		
Project -			
Project -			
Project -			
Total Internal PD Budget (no project & project funds)			

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___