

# Florida Department of Education



# Jean Ribault High School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### School Information

School Name: <b>Jean Ribault High</b>	District Name: <b>Duval</b>
Principal: <b>Edward H. Robinson</b>	Superintendent: <b>Ed Pratt-Dannals</b>
SAC Chair: <b>Mr. Karl Smith</b>	Date of School Board Approval:

#### Student Achievement Data and Reference Materials:

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](#)

#### Administrators

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

Position	Name	Degree(s)/ Certification(s)	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)

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Principal	Edward H. Robinson	<b>B.S. Education</b> Florida A&M University; <b>Master of Educational Leadership</b> , University of North Florida	1	12 years of Administration	<b>2010 – 2011 – Jean Ribault Middle Grade: C; Reading Mastery: 36%; Learning Gains: 57%; Lowest 74%; Math Master: 41%; Learning Gains: 62%; Lowest 70% - School did not make AYP.</b>  <b>2009-2010- Saint Clair Evans Academy - Grade: C; Reading Mastery: 49%; Learning Gains:46%; Lowest 25%::53%; Math Master: 55%; Learning Gains:64%; Lowest 25%: 74; School did not AYP.</b>  <b>2008-2009- Saint Clair Evans Academy- Grade D; Reading Mastery; 55%; Learning Gains:51% Lowest 25%: 59%; Math Mastery: 40%; Learning Gains: 56%; Lowest 25%: 71%</b>
Assistant Principal	John Stafford	Bachelors and Masters in Education	35	37	Mr. Stafford is responsible for Facilities Management, Maintenance, and Security of the building. He also maintains the building utilization reports, Foundations team leadership, student discipline, and transportation management.
Assistant Principal	Sabrina Hamilton	Bachelors and Masters in Education	10	10	Employed with Duval County Schools for 17 years, Ms Hamilton taught 5 years at Kings Trail Elementary serving students with learning disabilities. She is in her 10 <sup>th</sup> year as an Administrator at Jean Ribault High School. Her responsibilities include overseeing the Academy of Leadership and Military Sciences, Science Department, Exceptional Education Programs, testing, and attendance.
Assistant Principal (Curriculum)	Michele Green	Bachelors and Masters in Education	2	10	Employed with Duval County Schools for 21 years, Ms. Green taught social studies for over 10 years at the high school level. She is in her 10 <sup>th</sup> year in administration. Six years were at the district level and four were at the school level. Her responsibilities include overseeing Curriculum (including Master Schedule) Social Studies Department, Guidance Department, curriculum FTE, teacher certifications, and testing.
Assistant Principal	Dwayne Thomas	Bachelors and Masters in Business Administration	3	3	Mr. Thomas served as a classroom teacher at Englewood High School for three years and two years at Paxon Middle as a Reading teacher and School Technology Coordinator. Mr. Thomas accepted the Assistant Principal position in July 2009 at Mandarin Middle and transferred to Ribault High School in January 2010. His responsibilities include overseeing student discipline, teacher instruction,

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Assistant Principal	Dr. Tracolya Green	Bachelors, Masters, Specialist and Doctorate in Education	1	1	<b>Dr. Green has been with Duval County Schools for 1 year. She worked as an instructional specialist for FLDOE for 1 year. Prior to that she was a Performance Coach in Bibb County Schools for 2 years. She taught secondary Math and Science for 3 years. She serves as Assistant Principal of Early College and Finance Academy, IB, and AVID, college readiness, and MINT.</b>
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**Instructional Coaches**

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (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)
Science Coach	Ebony Thompson	<b>Bachelors Degree in Medical Laboratory Technology</b>	7	3	Ms. Thompson is entering her 12 <sup>th</sup> year of teaching, with 8 years served in Turnaround schools. Under her guidance, the JRHS Biology Team celebrated high levels of success with 80% of their students scoring “C” or better on the state’s first administration of the 2011-2012 Biology End of Course Exams. Ms. Thompson participated in the development of the district science focus lessons now used by all DCPS high schools, as well as district curriculum writing for biology.
Math Coach	Diane Hollack	Bachelors and Masters	3	2	<b>Mrs. Hollack has served as a model mathematics teacher for 33 years, with 10 years served in Duval County and 3 years at Ribault Senior High School. Mrs. Hollack has consistently fostered 96 – 100% of students passing the FCAT and 75 – 80% of students making gains.</b>
Instructional Coach	Youmone Berrien	Bachelor Degree in English  Masters Degree in Educational Leadership  (Coursework Completed)	1	1	<b>Mrs. Berrien has entered her 7<sup>th</sup> year of teaching, five of which were in turnaround schools. She was Duval County’s 2011 Teacher of the Year. She holds a certification in English 6-12 and has taught all Secondary levels of ELA- - including Advanced Placement, Honors, Standard and FCAT Retake. She has maintained reading gains of 80% and higher for the past 3 years.</b>

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Reading Coach	Phyllis Mattox	Bachelor Degree, Masters Degree, Certification: ESE K-12; Education Leadership; Reading Endorsement	1	5	Phyllis L. Mattox has been employed with DCPS since 2004. She worked as a Social Studies teacher at Terry Parker High during the 2004-2005 school year. She also worked as Reading teacher and Support Facilitator at JEB Stuart Middle Schools. While at JEB Stuart the school grade was "C". Mrs. Mattox served as Reading Coach at Northshore K-8 (school grade of "F") and Instructional Coach at Oceanway Elementary (school grade of "A"). From 2009-2012, she served as a District Literacy Specialist for 2.5 years. During that time she worked with the districts middle school Intensive Reading department under Academic Services. She currently serves as the School Reading Coach at Ribault High School.
Reading Interventionist	Cassandra Scott	Bachelors Degree- English Masters - ELA Endorsed/certified - Reading & Gifted, grades 6-12	1	15	Taught Middle and High School ELA 15 years with the district as a District Coach & Specialist (started coaching ,1999)

**Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Interview and screen qualified candidates.	Principal	August 2012
2. Support teachers with proper materials, coaches, and administration.	Principal	August 2012

3. Retain highly qualified teachers by providing appropriate professional development, planning time, professional learning communities and smaller learning communities.	Principal	August 2012
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***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective  
 \*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
15% (10) <ul style="list-style-type: none"> <li>• 8 newly hired teachers (3 TFA, 3 experience out of Florida)</li> <li>• 1 vacant positions</li> </ul>	<ul style="list-style-type: none"> <li>• New teachers are required to participate in the MINT program for new teachers</li> <li>• Mentors are assigned to all new teachers</li> <li>• School is interviewing to fill vacancies with qualified staff</li> </ul>

***Staff Demographics***

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

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

To	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	ES
	Fir	Te	Te	Te	Te	gh	adi	tio	OL
Nu	st-	ach	ach	ach	ach	ly	ng	nal	En
m	Ye	ers	ers	ers	ers	Ef	En	B	dor
b	ar	wi	wit	wi	wi	fe	dor	oa	sed
er	Te	th	h 6-	th	th	cti	sed	rd	
of	ac	1-5	14	15+	Ad	ve	Te	Ce	Tea
In	he	Ye	Ye	Ye	va	Te	ac	rtif	che
str	rs	ars	ars	ars	nc	ac	her	ied	rs

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uc tio nal St aff		of Exp erie nce	of Exp erie nce	of Exp erie nce	ed De gre es	he rs	s	Te ac he rs	
69	8 (11 .59 %)	13 (19 .12 %)	30 (44 .12 %)	18 (26 .47 %)	32 (46 .37 %)	40 (58 .82 %)	7 (10 .29 %)	0 (0 %)	4 (5.8 8%)

***Teacher Mentoring Program/Plan***

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Diane Hollack	Michael Barrett	Model Teacher	MINT
Diane Hollack/ Sophia Belzeski	Debbie Ronco-Yant	Model Teacher	MINT
Diane Hollack	Amanda Nolte	Model Teacher	Alt Cert-ACP
Linda Ghanyem	Katrina Keirsted	Model Teacher	MINT
Diane Hollack	Laura Kirchner	Model Teacher	MINT
Dr. Kelley Ranch	Kyle Marcil	Model Teacher	MINT
Dr. Kelley Ranch	Ashlyn Martin	Model Teacher	MINT



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	Micah Bradford	Model Teacher	Alt Cert- ACP
Sophia Belzeski	Janey Galloway	Model Teacher	MINT
Phyllis Barrington	LaTanya Taylor	Model Teacher	MINT
Edwin Wagner/ Elisabeth O'Donnell	JoAnn Schultz	Model Teacher	
Diane Hollack/ Tashunda Lynch	Kimberly Zwerner	Model Teacher	MINT
Neda Ovsak/ Dr. Kelley Ranch	Rebekah Hunter	Model Teacher	
Tashunda Lynch/ Randall Lessen	Kristy Borschel	Model Teacher	MINT
Florilis Davis/Edwin Wagner	Benjamin Ballard	Model Teacher	MINT
Sophia Belzeski/ Randall Lessen	Sky Emison	Model Teacher	MINT
Diane Hollack/ Phyllis Barrington	Devon Best	Model Teacher	MINT
	Robyn Smith	Model Teacher	

2012-13 Year 1 New teachers: Ballard, Best, Emison, Borschel, Zwerner, Schultz, Smith, Taylor

**Additional Requirements**

***Coordination and Integration-Title I Schools Only***

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

<p>Title I, Part A</p> <p>Florida Continuous Improvement Model (FCIM): The Florida Continuous Improvement Model (FCIM) was introduced during training in July, 2003. Implementation began in August, 2003 with ongoing professional development provided to staff during weekly planning period in-service sessions. Instructional timelines were developed by reading and mathematics coaches with subject area teacher input and disseminated to teachers. The training emphasized the Florida Standards and required a specific instructional focus with mini-assessments. FCIM is a data driven model which requires on-going staff in-service designed to equip teachers with the tools to adequately identify and diagnose their students' strengths and areas of weakness by manipulating the Academic Interpretation and Data Evaluation (AIDE) data and monitoring students progress via frequent assessments.</p> <p>Duval County is a standards-based district based on the National Council on Education and the Economy (NCEE) America's Choice Model.</p>
<p>Title I, Part C- Migrant</p> <p>None</p>
<p>Title I, Part D</p> <p>None</p>
<p>Title II</p> <p>District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms with increase the instructional strategies provided to students and instructional software will enhance literacy and math skills of struggling students.</p>
<p>Title III</p> <p>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English language learners</p>
<p>Title X- Homeless</p> <p>Jean Ribault High School in conjunction with DCPS Homeless Education Program will work to identify and provide services to students in need.</p>

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Supplemental Academic Instruction (SAI)
SAI will be used to fund After school tutoring and supplement instructional supplies.
Violence Prevention Programs
Jean Ribault High in conjunction with DCPS school police will identify ten to twenty students per quarter as those who are at risk for violent behavior. The program will provide mentoring sessions with the school resource officer.
Nutrition Programs
Families may apply for free or reduced lunch through the DCPS lunch program. Families can also be referred to community services in severe cases.
Housing Programs
Head Start
Adult Education
Career and Technical Education
Jean Ribault High School is a dedicated Magnet for Marine Corps Junior Reserve Officer Training Corps (MJROTC). In addition, The Academy of Business and Finance provides opportunities to students in Finance and Business Technology, Financial Operations/AP Micro, Financial Accounting, Financial Internship, and Personal Financial Planning.
Job Training
Academy of Business and Finance provides summer internships to students. The POPS Program provides summer employment for students. Some students participate with the 21 <sup>st</sup> Century Program.
Other
<b><i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i></b> School-Based MTSS/RtI Team

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<p>Identify the school-based MTSS leadership team.</p> <p>Administration-Sabrina Hamilton</p> <p>ESE Lead Teacher-Phyllis Barrington</p> <p>Reading-P. Mattox/Cassandra.Scott</p> <p>Math-Diane Hollack</p> <p>Science-Ebony Thompson</p> <p>Social Studies- Michele Green</p> <p>Technology-Dwayne Thomas</p> <p>Electives-John Stafford</p> <p>Guidance-Shanette Roberson-Jackson</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <p>Students are assigned to their RTI groups according to their academic weakness by Science, Math, and Reading. Lesson plan development is based on mini-assessments given on a weekly and bi-weekly basis.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RTI problem-solving process is used in developing and implementing the SIP?</p> <p>The Leadership Team along with the Administration assists in making sure that the SIG Period is aligned to student weaknesses.</p>
<p>MTSS Implementation</p>

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

Each Tier assignments are based on mini-assessments, district-level assessments and FCAT Scores.

Describe the plan to train staff on MTSS.

Professional Learning Communities are established by departments to review data and develop lessons.

Describe the plan to support MTSS.

The Enrichment Period is the built-in safety net to ensure that student needs are met.

*Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).  Principal– Ed Robinson  Assistant Principal of Curriculum-Michele Green  ELA-Youmone Berrien  Reading-Phyllis Mattox  Reading Interventionist-Cassandra Scott  AVID Teacher-Natrina Lawrence  World Languages-Dr. Kelly Ranch
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).  It functions by analyzing FAIR Data and school-based mini-assessments that are aligned with our school-wide focused calendar.
What will be the major initiatives of the LLT this year?  To ensure that all students show a year's worth of growth on the FCAT.

*Public School Choice*

- **Supplemental Educational Services (SES) Notification**

*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

***\*Elementary Title I Schools Only: Pre-School Transition***

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

***\*Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

We have a school-wide reading/vocabulary program (Ribault Rhetoric). We have a school-wide Reading Instructional based calendar. We have Early Dismissal Training sessions.

***\*High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

We have four academies that integrate the curriculum in their lessons. The academies are AVID, Early College, Finance, and ROTC.

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?

We have several activities that assist in promoting career planning such as College Fair, Career Talks, GEAR-UP, and AVID.

***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](#).

Students are offered Dual enrollment courses at Ribault and FSCJ-North that offer rigorous college courses that allow students to earn both high school and college credit. Ribault also has academic focus clubs such Student Ambassadors, DECA, Debate Team, and National Honor Society.

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>Reading 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:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		



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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in reading.</b></p>	<p>IA.1.                  69% of students are reading below grade level.</p> <p>Teacher training to effectively evaluate, interpret, and analyze data on student performance.</p> <p>Lack of student motivation.</p>	<p>IA.1.                  Implementing Reading strategies across all curriculums.</p> <p>Academic Coaches will provide professional development training geared towards effective analysis of student work to build proficiency.</p> <p>Teachers will implement differentiated, more engaging lesson plans developed during weekly PLCs; coaches will facilitate and provide</p>	<p>IA.1.                  All Teachers, Academic Coaches, Administrators</p> <p>Academic Coaches</p> <p>Teachers and Academic Coaches</p>	<p>IA.1.                  Administrative classroom observations, documentation of professional development, and documentation of academic incentives and mentoring.</p> <p>Administration will progress monitor student achievement on bi-weekly core mini-assessments in ELA, Reading, Science, Social Studies, and Math.</p> <p>Teacher observations, using FCIM assessment results, and collection of student work samples</p>	<p>IA.1.                  Data analysis using formative assessments (benchmarks, FAIR, PMAs, FCIM).</p> <p>Data analysis by Leadership Team will be used to drive instruction.</p> <p>Teacher analysis of student Work/ Portfolios and Assessment Data</p>		
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		support in using best practices, driven by assessment data		Observation of student disengagement during parts of or the entire work period.			
	Poor student attendance.	Implementation of RtI Behavioral Plan with use of academic incentives, mentoring, and collaboration with District Truancy Officer.	Teachers, Administrators, Guidance, Academic Coaches and Truancy Officer	Monitoring attendance record through Oncourse	Student data chats and reflections		
	Students lack effective reading strategies.	Ensure that students are taught specific (highly effective) reading strategies to build their reading comprehension and fluency. All teachers will	Teachers, and Academic Coaches	Monitor, correct, and re-teach student reading habits	Oncourse and Genesis  Student data chats and reflections		
					Oncourse and Genesis		

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		be required to teach and encourage student use of the "Trojan Attack on Reading" strategies.					
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase the number of students achieving proficiency (FCAT Level 3) in reading by 10%.							
	<b>31%</b>	<b>41%</b>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<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>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>2A. FCAT 2.0:</b>  <b>Students scoring at or above Achievement Levels 4 in reading.</b></p>	<p>2A.1.                  Instructional focus on Remediation rather than Enrichment to enhance student performance.</p>	<p>2A.1.                  Increase Vocabulary Acquisition and provide direct explicit reading strategy instruction in all classes. Establish a campaign to increase vocabulary acquisition through the use of Latin/Greek root words</p>	<p>2a.1.                  Administrators, Teachers and Academic Coaches</p>	<p>2a.1.                  Classroom focus walk-through and teacher observation of Interactive Word Walls.</p>	<p>2a.1.                  Classroom observation forms, student work and assessment.</p>		
<p><u>Reading Goal #2A:</u>                   Students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		<i>Enter numerical data for expected level of performance in this box.</i>					
		2a.2.  The need for teachers to develop high expectations for all students	2a.2.  Ensure teachers are using complex text, scripted rigorous questions, and showcasing exemplary work samples.	2a.2.  Teachers and Academic Coaches	2a.2.  Standards based bulletin boards, evidence of rigorous questioning through use of item specifications and common core standards.	2a.2.  Student Portfolios and formative assessments	
		2a.3  Lack of Professional Development in implementing Enrichment lessons/activities.	2a.3  During bi-weekly common planning, teachers will develop Enrichment activities as part of a Lesson Study.  Provide accelerated Reading Plans driven by Student Lexile.	2a.3  Academic Coaches and Teachers	2a.3  Documentation of professional development and lesson study implementation.	2a.3  Student Reading Logs, assessment monitoring, and data chats.	

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<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<b>Reading Goal #2B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		
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<p><b>3A. FCAT 2.0:</b>  <b>Percentage of students making learning gains in reading.</b></p>	<p>3a.1.                  Student stamina and motivation.</p>	<p>3a.1.                  Implementation of strategic Independent Reading during Enrichment period.</p>	<p>3a.1.                  Academic Coaches and Teachers</p>	<p>3a.1.                  Reading Log and lesson plans</p>	<p>3a.1.                  Written, standardized, and informal assessments, book talks</p>		
<p><u>Reading Goal #3A:</u>                   Percentage of students making Learning Gains in reading will increase by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					



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	49%	59%					
		Ba.2. Lack of Reading strategies implemented throughout all content areas.	Ba.2. Ensure that students are taught specific (highly effective) reading strategies to build their reading comprehension and fluency. All teachers will be required to teach and encourage student use of the "Trojan Attack on Reading" strategies.	Ba.2. Academic Coaches and Teachers	Ba.2. Monitor, correct, and re-teach student reading habits.	BA.2.	
		Ba.3. Lack of Differentiated Instruction throughout all classes.	Ba.3. Strategic implementation of Differentiated Instruction (DI) instructional model in all classes including the Enrichment/ Remediation period.	Ba.3. Academic Coaches, Administration, and Teachers	Ba.3. Administration will view teacher lesson plans for evidence of differentiation; Academic Coaches will facilitate PLC lesson studies and reflection sessions.  Administration will progress monitor student achievement on bi-weekly core mini-assessments in ELA, Reading, Science, Social Studies, and Math.	Ba.3. Teacher lesson plans and observations	

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<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<b>Reading Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>4A. FCAT 2.0:</b>  <b>Percentage of students in lowest 25% making learning gains in reading.</b></p>	<p>4a.1.                  Lack of prior knowledge and limited vocabulary.</p>	<p>4a.1.                  Increase Independent Reading Opportunities throughout content areas and enrichment classes.</p>	<p>4a.1.                  Academic Coaches and Teachers</p>	<p>4a.1.</p>	<p>4a.1.</p>		
<p><u>Reading Goal #4A:</u>                  Percentage of students in Lowest 25% making learning gains in reading will increase by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	58%	68%					
		4a.2. Students are reading far below grade level.	4a.2. Increase Vocabulary Acquisition and provide direct explicit reading strategy instruction in all classes (including annotating and questioning the text).  Conferencing with goal setting and student data portfolios	4a.2. Academic Coaches, Administrators, and Teachers	4a.2. Observation of student reading behaviors and text coding while reading.  Administration will progress monitor student achievement on bi-weekly core mini-assessments in ELA, Reading, Science, Social Studies, and Math.	4a.2. Reading Logs and Assessment Portfolios  Data analysis by Leadership Team will be used to drive instruction	
		4a.3 Lack of stamina, motivation, and low attendance rate.	4a.3. Differentiated, and engaging reading plan during the enrichment period.	4a.3. Academic Coaches and Teachers	4a.3. Lesson plans and student data chats	4a.3. Written, standardized, and informal assessments, book talks	

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<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<b>Reading Goal #4B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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	
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<p><b>5A. In six years school will reduce their achievement gap by 50%.</b></p>	<p><b>Baseline data</b>  <b>2010-2011</b></p>					
<p><u>Reading Goal #5A:</u>  <i>Enter narrative for the goal in this box.</i></p>						
<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 subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position  Responsible for Monitoring</p>	<p>Process Used to Determine  Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1. Implementation of DI in Enrichment/Remediation classes, after-school tutoring, and individualized student academic plans as resources for meeting AYP.</p>	<p>5B.1. Leadership Team</p>	<p>5B.1. Observations, lesson plans, student attendance for tutoring</p>	<p>5B.1. Assessments and data analysis</p>	
<p><u>Reading Goal #5B:</u>  Student subgroups not making Adequate Yearly Progress (AYP) in reading will decrease.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				

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	<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>					
	White:	White:					
	Black: 69%	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	American Indian:	American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	<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>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	<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>					
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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		



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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5E.1. Students have limited proficiency in reading and vocabulary skills.</p>	<p>5E.1. Implementation of DI in Enrichment/ Remediation classes, after-school and Saturday School tutoring, and individualized student academic plans as resources for meeting AYP.</p>	<p>5E.1. Leadership Team and Administration</p>	<p>5E.1. Observations, lesson plans  Administration will progress monitor student achievement on bi-weekly core mini-assessments in ELA, Reading, Science, Social Studies, and Math.</p>	<p>5E.1. Assessments and data analysis  Data analysis by Leadership Team will be used to drive instruction</p>		
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Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Student subgroups not making Adequate Yearly Progress (AYP) in reading will decrease.							
	<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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

**Reading Professional Development**

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

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

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PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	All	Leadership Team, Academic Coaches	All subjects and grade levels.	Pre-planning, PLC, Early Release	Follow-UP: PLC meetings, Monitoring: Observations	Leadership Team, Academic Coaches
Vocabulary Acquisition	All	Leadership Team, Academic Coaches	All subjects and grade levels.	Pre-planning, PLC, Early Release	Follow-UP: PLC meetings, Monitoring: Observations	Leadership Team, Academic Coaches
Rigorous Questioning Strategies	All	Leadership Team, Academic Coaches	All subjects and grade levels.	Pre-planning, PLC, Early Release	Follow-UP: PLC meetings, Monitoring: Observations	Leadership Team, Academic Coaches

**Reading Budget (Insert rows as needed)**

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Reading Goals*

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

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1.	1.1.	1.1.	1.1.	1.1.	

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<p><b>CELLA Goal #1:</b></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><b>2012 Current Percent of Students Proficient in Listening/Speaking:</b></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read grade-level text in English in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p><b>2. Students scoring proficient in reading.</b></p>	2.1.	2.1.	2.1.	2.1.	2.1.	
<p><b>CELLA Goal #2:</b></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><b>2012 Current Percent of Students Proficient in Reading:</b></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					

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		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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Students scoring proficient in writing.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	
<b>CELLA Goal #3:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Percent of Students Proficient in Writing .</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

**CELLA Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CELLA Goals*

**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<b>Mathematics Goal #1A:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<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>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		



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Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		

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Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		

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Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		

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<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		



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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						

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<p><u>Mathematics Goal #5A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							
<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 subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Enter narrative for the goal in this box.</i>						
	<i>Enter numerical data for current level of performance in this box.</i>  White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i>  White: Black: Hispanic: Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	
		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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Mathematics Goal #5C:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		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:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
	-	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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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>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Elementary School Mathematics Goals*

**Middle School Mathematics Goals**

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

Middle School Mathematics	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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u>  Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		
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<b>2A. FCAT 2.0:</b> Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A:  <i>Enter narrative for the goal in this box.</i>	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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment:</b> Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		

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Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		

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Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<b>Mathematics Goal #4B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						

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<p><u>Mathematics Goal #5A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							
<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 subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Enter narrative for the goal in this box.</i>						
	<i>Enter numerical data for current level of performance in this box.</i>  White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i>  White: Black: Hispanic: Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Mathematics Goal #5C:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		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:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
	-	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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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>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Middle School Mathematics Goals*

**Florida Alternate Assessment High School Mathematics Goals**

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

High School	Mathematics 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	<i>Enter narrative for the goal in this box.</i>							
	<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>						

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Mathematics Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3.1.	3.1.	3.1.	3.1.	3.1.		
<b>Mathematics Goal #3:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<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>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<b>4. Florida Alternate Assessment:</b> Percentage of students in lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
<b>Mathematics Goal #4:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

*End of Florida Alternate Assessment High School Mathematics Goals*

**Algebra 1 End-of-Course (EOC) Goals** *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

<b>Algebra 1 EOC Goals</b>	<b>Problem-Solving Process to</b>						
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	<b>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:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine Effectiveness of  Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>	1.1. Lack of student-data equivalency measurements for comparison and accurate predictors.  Availability and accuracy of district-driven student data analysis.	1.1. Algebra I teachers will formulate common assessments based on EOC-tested benchmarks and item specifications.  Common assessments will be constructed to mirror standardized test format.	1.1. Leadership Team	1.1. Administrative monitoring of classroom instruction and lesson plans.  Administrator/Teacher Data chats	1.1. Student ability to answer higher level questioning on post-assessments.  (Data analysis)		



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Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Monitor student performance and mastery of content through a series of pre- and post- assessments on EOC Benchmarks.	<b>53%(77)</b>	<b>63%(128)</b>	<p>1.2.</p> <p>Time concerns: Discrepancy between testing dates and curriculum learning schedule completion.</p> <p>1.2. Teachers will create a long-range curriculum plan that prioritizes EOC-tested benchmarks.</p> <p>1.2. Teachers will monitor scheduling of assessments during common planning.</p>	Leadership Team	<p>1.2.</p> <p>Administrator will ensure that curriculum calendars are being implemented effectively through monthly and quarterly reviews.</p>	<p>1.2.</p> <p>Pre- and Post- Tests of curriculum units of study.</p>	

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		1.3. Teacher training to effectively and efficiently evaluate, interpret, analyze and use data on student performance.	1.3. Professional development training will be provided and teachers will work together to analyze student mastery based on assessment data.  Teachers will utilize data to drive focus calendars and lesson plans.	1.3.  Leadership Team	1.3. Collaboration among teachers during common planning and PLCs to review data and student preparedness.	1.3. Pre- and Post- Tests of focus calendar topics.  Fall-Winter Benchmark Assessments	
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	Person or Position  Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b></p>	<p>2.1. High number of low proficiency students in accelerated programs.  Large percentage of level 1 and 2 students in classes demanding teacher assistance places time constraints for providing time for level 4 and 5 students.</p>	<p>2.1. Strategic scheduling of students.  Professional development will be provided on differentiated instruction strategies.</p>	<p>2.1. Guidance and administrators.  Coaches/Administrator</p>	<p>2.1. Progress monitoring and data-tracking of students to document performance.</p>	<p>2.1. Formal and informal assessments.  Data Notebooks  CAST Evaluation Tools</p>		
<p><u>Algebra Goal #2:</u>  Raise the levels of complexity of higher order questioning on assessments and create project-based learning opportunities with varying levels of complexity to address all student learning.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	3% (4)	20% (55)					
		2.2.  Teacher understanding and training in the use of project-based activities.	2.2.  Research and develop project-based activities during common planning.	2.2.  Administrator/Coach	2.2  Lesson Studies.	2.2.  Lesson Plans	
		2.3  Student confidence levels do not promote discourse in the classroom.	2.3  Teachers will develop lessons that will scaffold expected prior knowledge skills into the learning process to build student confidence in abilities.  Vocabulary Acquisition Strategies will be incorporated into daily instruction to provide students with concept knowledge that will increase dialogue.	2.3  Math Coach	2.3  Gradual Release implementation	2.3  CAST Observations	

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		2.4  Limited pull-out and enrichment opportunities in the math content due to necessary Reading emphasis.	Co-teaching and team-teaching during Enrichment classes.	Administrator/Coach	Data tracking.	Interim Benchmarks and mini-assessments	
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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>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  62% Actual: 53% Stretch: 57% /Acct: 56%	<b>53%</b>	<b>65%</b>	<b>68%</b>	<b>72%</b>	<b>75%</b>	<b>78%</b>

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<p><u>Algebra 1 Goal #3A:</u></p> <p>Develop and expand teachers' content knowledge across the math spectrum to make stronger math connections and bridge the knowledge gap.</p>							
<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 subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b></p>	<p>3B.1.          White: NA   <b>Black:</b> Lack of teacher awareness and sensitivity to cultural and ethnic diversity and its effect on student learning. Sensitivity training not available.           Informational resources not readily available.           Hispanic: NA           Asian: NA           American Indian: NA</p>	<p>3B.1           Professional development will be provided to address cultural and ethnic diversity.           Teachers will construct lessons and test questions to reflect diverse cultural ideas and experiences.           Book Studies.</p>	<p>3B.1.           Administrators/Coaches/ Teachers</p>	<p>3B.1.           Analyze testing design and lesson structure to detect cultural bias.</p>	<p>3B.1.           Analysis of problem design and test questions during common planning.</p>		
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Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase teacher awareness and sensitivity to cultural and ethnic diversity and its effect on student learning.							
	<i>Enter numerical data for current level of performance in this box.</i>  White:  Black:  Hispanic:  Asian:  American Indian:	<i>Enter numerical data for expected level of performance in this box.</i>  White:  Black:  Hispanic:  Asian:  American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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		



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<p><b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b></p>	<p>3C.1. Low number of ELL students enrolled.  (School does not meet number requirements for district assistance.)</p>	<p>3C.1. Teachers will research available resource avenues to which to direct ELL students for assistance.</p>	<p>3C.1. Administrators/Teachers</p>	<p>3C.1. Teachers will follow-up with student contact.</p>	<p>3C.1. Student/parent conferencing.</p>		
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<p><u>Algebra 1 Goal #3C:</u>           Teachers will provide translated materials whenever possible to assist ELL students with their learning.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<i>NA</i>						
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
<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:</p>	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		

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<p><b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b></p>	<p>3D.1. Teachers' confidence and comfort level in the use of strategies for teaching SWD.</p> <p>Only one math certified support facilitator available to assist students and teachers.</p>	<p>3D.1. Increase teacher training and awareness in the needs of SWD students and effective strategies</p> <p>Teachers will make use of <u>The Teacher's Resource Guide</u> available in the Media Center.</p> <p>Teachers will use appropriate and meaningful strategies to reach the SWD.</p>	<p>3D.1. Leadership Team, Coaches, Teachers</p>	<p>3D.1. Teacher chats.</p>	<p>3D.1. Teacher chats.</p>		
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<p><b>Algebra 1 Goal #3D:</b></p> <p>Increase teacher training and awareness in the needs of SWD students and effective strategies for these students.</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	
		<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	

<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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
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<p><b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b></p>	<p>3E.1. Students' comfort level in sharing or revealing their personal circumstances.  Attendance issues.</p>	<p>3E.1. Teachers will make a concerted effort to build personal relationships with their students.  Teachers will call parents to establish an open line of communication.  Teachers will communicate with guidance and Full Services.</p>	<p>3E.1. Teachers</p>	<p>3E.1. Smaller Learning Communities (SLC) Teams, Teacher-Parent conferences (face-to-face, email, phone).</p>	<p>3E.1 SLC Team meeting notes, Parent Contact Log.</p>		
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Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The math teachers will make an effort to become more aware of student circumstance and provide materials for student participation and success within their classrooms.							
	<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>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

*End of Algebra 1 EOC Goals*

**Geometry End-of-Course Goals** *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievem						

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	<b>ent</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:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1.  Lack of student-data equivalency measurements for comparison and accurate predictors.  Availability and accuracy of district-driven student data analysis.	1.1.  Geometry teachers will formulate common assessments based on EOC-tested benchmarks and item specifications.  Common assessments will be constructed to mirror standardized test format.	1.1.  Leadership Team	1.1.  Administrative monitoring of classroom instruction and lesson plans.  Administrator/Teacher Data chats	1.1.  Student ability to answer higher level questioning on post-assessments.  (Data analysis)		
<u>Geometry Goal #1:</u>  Monitor student performance and mastery of content through a series of pre- and post- assessments on EOC Benchmarks.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Based on EOC scored by grade:</i>  <b>58% (127)</b>	<i>Projected for State EOC scored with scale score:</i>  <b>63% (170)</b>					
		1.2.  Time concerns:  Discrepancy between testing dates and curriculum learning schedule completion.	1.2.  Teachers will create a long-range curriculum plan that prioritizes EOC-tested benchmarks.  Teachers will monitor scheduling of assessments during common planning.	1.2.  Leadership Team	1.2.  Administrator will ensure that curriculum calendars are being followed and evaluated efficiently through monthly and quarterly reviews.	1.2.  Pre- and Post- Tests of curriculum units of study.	



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		1.3. Teacher training to effectively and efficiently evaluate, interpret, analyze and use data on student performance.	1.3. Professional development training will be provided and teachers will work together to analyze student mastery based on assessment data. Teachers will utilize data to drive focus calendars and lesson plans.	1.3. Leadership Team	1.3. Collaboration among teachers during common planning and PLCs to review data and student preparedness.	1.3. Pre- and Post- Tests of focus calendar topics.  Fall-Winter Benchmark Assessments	
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	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		

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<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b></p>	<p>2.1. Large percentage of level 1 and 2 students in classes demanding teacher assistance places time constraints for providing time for level 4 and 5 students.</p>	<p>2.1. Strategic scheduling of students.  Professional development will be provided on differentiated instruction strategies.</p>	<p>2.1. Guidance and administrators.  Coaches/Administrator</p>	<p>2.1. Progress monitoring and data-tracking of students to document performance.</p>	<p>2.1. Formal and informal assessments.  Data Notebooks  CAST Evaluation Tools</p>		
<p><u>Geometry Goal #2:</u>  Raise the levels of complexity of higher order questioning on assessments and create project-based learning opportunities with varying levels of complexity to address all student learning.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Geometry EOC scored by grade:</i>  <b>18% (40)</b></p>	<p><i>State EOC with scale scores:</i>  <b>25% (68)</b></p>					

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		2.2. Teacher confidence levels and lack of training in the use of project-based activities.	2.2. Research and develop project-based activities during common planning.	2.2. Administrator/Coach	2.2. Lesson Studies	2.2. Lesson Plans	
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		2.3  Student confidence levels do not promote discourse in the classroom.	2.3  Teachers will develop lessons that will scaffold expected prior knowledge skills into the learning process to build student confidence in abilities.  Vocabulary Acquisition Strategies will be incorporated into daily instruction to provide students with concept knowledge that will increase dialogue.	2.3  Math Coach	2.3  Gradual Release Implementation	2.3  CAST Observations	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>						
<u>Geometry Goal #3A:</u>  Develop and expand teachers' content knowledge across the math spectrum to make stronger math connections and bridge the knowledge gap.							

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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		
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<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b></p>	<p>3B.1. White: NA</p> <p><b>Black:</b> Lack of teacher awareness and sensitivity to cultural and ethnic diversity and its effect on student learning. Sensitivity training not available.</p> <p>Informational resources not readily available.</p> <p>Hispanic: NA</p> <p>Asian: NA</p> <p>American Indian: NA</p>	<p>3B.1. Professional development will be provided to address cultural and ethnic diversity.</p> <p>Teachers will construct lessons and test questions to reflect diverse cultural ideas and experiences.</p> <p>Book Studies.</p>	<p>3B.1. Administrators/Coaches/ Teachers</p>	<p>3B.1. Analyze testing design and lesson structure to detect cultural bias</p>	<p>3B.1. Analysis of problem design and test questions during common planning.</p>		
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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase teacher awareness and sensitivity to cultural and ethnic diversity and its effect on student learning.							
	<i>Enter numerical data for current level of performance in this box.</i>  White:  Black:  Hispanic:  Asian:  American Indian:	<i>Enter numerical data for expected level of performance in this box.</i>  White:  Black:  Hispanic:  Asian:  American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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		



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<p><b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b></p>	<p>3C.1.                  Low number of ELL students enrolled.                  (School does not meet number requirements for district assistance.)</p>	<p>3C.1.                  Teachers will research available resource avenues to which to direct ELL students for assistance.</p>	<p>3C.1.                  Administrators/Teachers</p>	<p>3C.1.                  Teachers will follow-up with student contact.</p>	<p>3C.1.                  Student/parent conferencing.</p>		
<p><u>Geometry Goal #3C:</u>                  Teachers will provide translated materials whenever possible to assist ELL students with their learning.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>3C.2.</p>	<p>3C.2.</p>	<p>3C.2.</p>	<p>3C.2.</p>	<p>3C.2.</p>	

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		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		

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<p><b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b></p>	<p>3D.1. Teachers' confidence and comfort level in the use of strategies for teaching SWD.</p> <p>Only one math certified support facilitator available to assist students and teachers.</p>	<p>3D.1. Increase teacher training and awareness in the needs of SWD students and effective strategies</p> <p>Teachers will make use of <u>The Teacher's Resource Guide</u> available in the Media Center.</p> <p>Teachers will use appropriate and meaningful strategies to reach the SWD.</p>	<p>3D.1. Leadership Team, Coaches, Teachers</p>	<p>3D.1. Teacher Chats</p>	<p>3D.1. Teacher Chats</p>		
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Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase teacher training and awareness in the needs of SWD students and effective strategies for these students	<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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.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		

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<p><b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b></p>	<p>3E.1. Students' comfort level in sharing or revealing their personal circumstances.  Attendance issues.</p>	<p>3E.1. Teachers will make a concerted effort to build personal relationships with their students.  Teachers will call parents to establish an open line of communication.  Teachers will communicate with guidance and Full Services.</p>	<p>3E.1 Teachers.</p>	<p>3E.1. Smaller Learning Communities (SLC) Teams, Teacher-Parent conferences (face-to-face, email, phone).</p>	<p>3E.1. SLC Team meeting notes, Parent Contact Log.</p>		
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Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The math teachers will make an effort to become more aware of student circumstance and provide materials for student participation and success within their classrooms.							
	<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>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

*End of Geometry EOC Goals*

**Mathematics Professional Development**

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

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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 Coaches/TFA trainer	PD Participants (e.g., PLC, subject, grade level, or school-wide) Math department	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data-Tracker	all		Math department	Quarter One - Early Release Days	Use of the Data-tracker for data charts and analyzing data during common planning.	Math Coach/Administrator
Student Management/ Investment Math-oriented CIS Model	All Math	Guest speaker Math Coach	Math department/school-wide Math department	Quarter One - PLC Quarters 2 & 4	Mock CAST Evaluation for CAST Domain 2 Year-long progression of work towards the development of the NG-CARPD CIS model for mathematics.	Administrator Administrator/Math Coach/ Department Lead Teachers
WICOR Strategies for the Math Classroom	Math	Coach/Lead Teachers	Math department	Quarters 2 & 3	Evidence of implementation within the classroom and documentation in teacher toolkit	Administrator/Math Coach/ Department Lead Teachers

**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Mathematics Goals*



**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<p><u>Science Goal #1A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<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>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Science Goal #1B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
<b>Science Goal #2A:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

*End of Elementary and Middle School Science Goals*

**Florida Alternate Assessment High School Science Goals**

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

<b>High School 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	I.1. Lack of sufficient training in effective implementation of the inquiry learning model.	I.1. Incorporate the inquiry-based learning model to encourage student-centered learning which nurtures skill development through problem solving and critical thinking.	I.1. Science Leadership Team	I.1. Monitor students’ ability to formulate questions, display a deep understanding of the content and connect science concepts to the real world.	I.1. Evidence in students’ lab reports, journals, and discourse.		

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Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase student achievement in all science content areas by 15%							
	<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>					
		1.2.  Lack of sufficient training in effectively analyzing, interpreting and evaluating student performance data.	1.2.  Teachers will analyze student performance using of various modes of data (cognitive and non-cognitive) to drive instructional decisions.	1.2.  Science Leadership Team	1.2.  Evidence provided by teacher s that reflects thorough discussion of data during common planning and effective collaboration to make adjustments to lesson development and delivery.	1.2.  Quarterly reviews, teacher data notebook, evidence of modified lesson plans, classroom observations, and student portfolios.	
		1.3.  Lack of student motivation.	1.3.  Teachers will develop engaging, relevant and rigorous lessons that will help to ignite students' interest in science.  Development student surveys to gather data on the engagement and relevance of the lesson.	1.3.  Science Leadership Team	1.3.  Periodic checks for varying levels of engagement throughout the duration of the lesson, students' response to survey and teachers' willingness to tailor lessons to meet the interest of all students.	1.3.  Differentiated lessons, student interviews, high level of authentic engagement and high performance on assessments.	

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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	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2.1  Opportunities for continued training in effectively analyzing, interpreting and evaluating student performance data.	2.1  Ongoing analysis of student performance using of various modes of data (cognitive and non-cognitive) to drive instructional decisions.	2.1  Science Leadership Team	2.1  Evidence provided by teacher s that reflects thorough discussion of data during common planning and effective collaboration to make adjustments to lesson development and delivery.	2.1  Quarterly reviews, teacher data notebook, evidence of modified lesson plans, classroom observations, and student portfolios.		
<u>Science Goal #2:</u>  Increase the number of students scoring C or above on the Biology EOC by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<b>80%</b>	<b>85%</b>					

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		2.2.  Time constraints in writing effective lesson plans	2.2.  Teachers are provided time to collaborate and share resources and to incorporate best practices in lesson plans.	2.2.  Science Leadership Team	2.2.  Monitoring of the effectiveness of common planning, development and delivery of lesson plans.  Effective teacher collaboration during common lesson planning	2.2.  Student mastery of content will be reflected on internal and external assessments.	
		2.3  Time constraints to cover curriculum.  Students have difficulty committing knowledge and skills to long-term memory.	2.3  Integrate instructional focus lessons into daily practice in order to provide multiple opportunities to review content, skills and strategies.	2.3  Science Leadership Team	2.3  Frequent observations and monitoring of the use and effectiveness of IFLs.	2.3  Student mastery of content will be reflected on internal and external assessments.	



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		<p>2.4</p> <p>Lack of training in effective vocabulary strategies.</p> <p>Lack of retention of academic vocabulary.</p>	<p>2.4</p> <p>Incorporate highly effective vocabulary strategies daily.</p> <p>Increase opportunities for grade level reading in the textbook.</p>	<p>2.4</p> <p>Science Leadership Team</p>	<p>2.4</p> <p>Frequent observations and monitoring to witness student discourse.</p>	<p>2.4</p> <p>Student mastery of content will be reflected on internal and external assessments.</p>	
		<p>2.5</p> <p>Lack of training in differentiating instruction.</p> <p>Time constraints to cover curriculum.</p> <p>Fear of loss of classroom management.</p>	<p>2.5</p> <p>Utilize a collection of data to generate differentiated lesson that are varied by content and complexity.</p> <p>Deliver DI during the Extend period of the 5E lesson model.</p> <p>Introduce CHAMPS model to promote effective classroom management.</p>	<p>2.5</p> <p>Science Leadership Team</p>	<p>2.5</p> <p>Frequent observations and monitoring of the use and effectiveness of the DI lesson.</p>	<p>2.5</p> <p>Student mastery of content will be reflected on internal and external assessments.</p>	

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		2.6  Lack of student motivation.  Lack of authentic engagement.  Lack of enduring understanding of content.	2.6  Utilize inquiry, performance, and project-based activities as a means to encourage student-centered learning through authentic engagement, enhancement of critical thinking, to inspire a deeper understanding of knowledge and extend problem solving skills.	2.6  Science Leadership Team	2.6  Monitor students' ability to formulate questions, display a deep understanding of the content and connect science concepts to the real world.	2.6  Student mastery of content will be reflected on internal and external assessments.	
		2.7  Time constraints to complete curriculum and provide additional opportunities for re-teaching.	2.7  Provide intensive remediation and enrichment through the enrichment course.  Incorporate the use of Gizmos during enrichment course to promote another opportunity for inquiry-based, self-paced, student-centered, technological enhanced learning.	2.7  Science Leadership Team	2.7  Utilize common planning and professional learning community time to analyze student data in order to prescribe appropriate method of enrichment and remediation.  Administrative monitoring of common planning and professional learning community discussions and classroom practices.	2.7  Students' should benefit from targeted instruction and mastery of content will be reflected on internal and external assessments.	

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		2.8 Lack of student ownership of learning.	2.8 Utilize data chats as an instrument to increase student motivation and self-awareness.	2.8 Science Leadership Team	2.8 Frequent monitoring of student goal setting practices and performance on formal and informal assessments.	2.8 Students' attitude regarding success should change and mastery of content will be reflected on internal and external assessments.	
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*End of Florida Alternate Assessment High School Science Goals*

**Biology 1 End-of-Course (EOC) Goals** *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

<b>Biology 1 EOC 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1. Students scoring at Achievement Level 3 in Biology 1.</b></p>	<p>l.1 Opportunities for continued training in effectively analyzing, interpreting and evaluating student performance data.</p>	<p>l.1 Ongoing analysis of student performance using of various modes of data (cognitive and non-cognitive) to drive instructional decisions.</p>	<p>l.1 Science Leadership Team</p>	<p>l.1 Evidence provided by teacher s that reflects thorough discussion of data during common planning and effective collaboration to make adjustments to lesson development and delivery.</p>	<p>l.1 Quarterly reviews, teacher data notebook, evidence of modified lesson plans, classroom observations, and student portfolios.</p>		
<p><u>Biology 1 Goal #1:</u>  Increase the number of students scoring C or above on the Biology EOC by 5%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>80%.</b></p>	<p><b>85%</b></p>					

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		1.2. Time constraints in writing effective lesson plans	1.2. Teachers are provided time to collaborate and share resources and to incorporate best practices in lesson plans.	1.2. Science Leadership Team	1.2. Monitoring of the effectiveness of common planning, development and delivery of lesson plans.  Effective teacher collaboration during common lesson planning	1.2. Student mastery of content will be reflected on internal and external assessments.	
		1.3 Time constraints to cover curriculum.  Students have difficulty committing knowledge and skills to long-term memory. Integrate instructional focus lessons into daily practice in order to provide multiple opportunities to review content, skills and strategies.	1.3 Science Leadership Team	1.3 Frequent observations and monitoring of the use and effectiveness of IFLs.	1.3 Student mastery of content will be reflected on internal and external assessments.		

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>	2.1  Lack of training in effective vocabulary strategies.  Lack of retention of academic vocabulary.	2.1  Incorporate highly effective vocabulary strategies daily.  Increase opportunities for grade level reading in the textbook.	2.1  Science Leadership Team	2.1  Frequent observations and monitoring to witness student discourse.	2.1  Student mastery of content will be reflected on internal and external assessments.		
<u>Biology 1 Goal #2:</u>  Increase the number of students scoring C or above on the Biology EOC by 5%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	80%	85%					
		2.2  Lack of training in differentiating instruction.  Time constraints to cover curriculum.  Fear of loss of classroom management.	2.2  Utilize a collection of data to generate differentiated lesson that are varied by content and complexity.  Deliver DI during the Extend period of the 5E lesson model.  Introduce CHAMPS model to promote effective classroom management.	2.2	Science Leadership Team	2.2  Frequent observations and monitoring of the use and effectiveness of the DI lesson.	2.2  Student mastery of content will be reflected on internal and external assessments.
		2.3  Lack of student motivation.  Lack of authentic engagement.  Lack of enduring understanding of content.	2.3  Utilize inquiry, performance, and project-based activities as a means to encourage student-centered learning through authentic engagement, enhancement of critical thinking, to inspire a deeper understanding of knowledge and extend problem solving skills.	2.3	Science Leadership Team	2.3  Monitor students' ability to formulate questions, display a deep understanding of the content and connect science concepts to the real world.	2.3  Student mastery of content will be reflected on internal and external assessments.

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		2.4 Time constraints to complete curriculum and provide additional opportunities for re-teaching.	2.4 Provide intensive remediation and enrichment through the enrichment course.  Incorporate the use of Gizmos during enrichment course to promote another opportunity for inquiry-based, self-paced, student-centered, technological enhanced learning.	2.4 Science Leadership Team	2.4 Utilize common planning and professional learning community time to analyze student data in order to prescribe appropriate method of enrichment and remediation.  Administrative monitoring of common planning and professional learning community discussions and classroom practices.	2.4 Students' should benefit from targeted instruction and mastery of content will be reflected on internal and external assessments.	
		2.5 Lack of student ownership of learning.	2.5 Utilize data chats as an instrument to increase student motivation and self-awareness.	2.5 Science Leadership Team	2.5 Frequent monitoring of student goal setting practices and performance on formal and informal assessments.	2.5 Students' attitude regarding success should change and mastery of content will be reflected on internal and external assessments.	

*End of Biology I EOC Goals*

**Science Professional Development**

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

**June 2012  
Rule 6A-1.099811  
Revised April 29, 2011**



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**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 Science Team Leaders	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using CHAMPS Model for Classroom Management	Science 9-12	PLC Leader Science Team Leaders	Science Department	September 2012  PLC meeting	Observations, Lesson Plans and Departmental review	Science Administrator
Highly Effective Vocabulary Strategies for Science	Science 9-12	Science Team Leaders	Science Department	October 2012  PLC meeting	Observations , Lesson plans and student portfolios	Science Administrator
Data-Driven Instruction through Data Analysis	Science 9-12	Science Team Leaders	School-wide	Common Planning Weekly	Review of Data notebooks, lesson plans, and observations	Science Administrator
Inquired-Based Learning	Science 9-12	Science Team Leaders	Science Department	Common Planning October 2012  PLC meeting	Observations, Lesson plans, lab journals	Science Administrator
Highly Effective Reading Strategies for Science	Science 9-12	Science Team Leaders	Science Department	Common Planning Weekly  Common Planning	Observations, Lesson plans and student portfolios	Science Administrator

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Differentiated Instruction	Science	Science Team Leaders	Science Department	September 2012	Observations, Lesson plans and student portfolios	Science Administrator
	9-12			PLC meeting		
				Weekly		
Using Gizmos for Student-Centered Learning	Science	Science Team Leaders	Science Department	Common Planning November 2012	Observations, Lesson plans and student portfolios	Science Administrator
	9-12			PLC meeting		

**Science Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount

<b>Subtotal:</b>			
<b>Total:</b>			

*End of Science Goals*

**Writing Goals**

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

<b>Writing 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:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		

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<p><b>1A. FCAT:</b>                  Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1a.1.                  Detail elaboration and clarity of thought processing to write on topic within given time limit.</p>	<p>1a.1.                  Provide and explicitly teach writing rubrics to all teachers.</p>	<p>1a.1.                  Academic Coaches and Teachers</p>	<p>1a.1.                  Analyze data obtained by school-wide writing scrimmages to develop focused instruction for the revision process and (or) subsequent Writer's Workshop.</p>	<p>1a.1.                  Holistic scoring of the district writing prompt and all additional writing assessments and activities.</p>		
<p><u>Writing Goal #1A:</u>                  Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing will increase by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>80%</b></p>	<p><b>90%</b></p>					

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		1a.2. Students don't use formal planning	1a.2. Provide Professional Development in explicit instruction and modeling in supporting details and expectation of writing portfolios.  Implementation of writing throughout all content area courses.  Implement calibration scoring of exemplar essays, and use of Write Score writing analysis.	1a.2. Academic Coaches and Administration	1a.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1B.1.	1B.1. Provide writing rubrics to all teachers.	1B.1.	1B.1.	1B.1.		

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Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students subgroups not making Adequate Yearly Progress (AYP) in writing will decrease.	<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>					
		1B.2.	1b.2. Provide Professional Development in explicit instruction and modeling in supporting details and expectation of writing portfolios.	1b.2. Academic Coaches and Administrations	1b.2. Modeling by Coaches, explicit instructions and practice in writing and revising.	1b.2. Holistic scoring of the district writing prompt and all additional writing assessments and activities.	
		1B.3.	1b.3. Implementation of writing throughout all content areas.	1b.3. Academic Coaches and Administrations	1b.3. Modeling by Coaches, explicit instructions and practice in writing and revising.	1b.3. Use of Write Score assessment tools and resources.	

## Writing 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Supporting Details	9 <sup>th</sup> and 10 <sup>th</sup> grade teachers	Leadership Team and Coaches	All teachers of 9 <sup>th</sup> and 10 <sup>th</sup> grade students	Pre-planning, PLC, Early Release	Follow-UP: PLC meetings, Monitoring: Observations	Leadership Team and Coaches
Focus, Theme, and Main Idea	9 <sup>th</sup> and 10 <sup>th</sup> grade teachers	Leadership Team and Coaches	All teachers of 9 <sup>th</sup> and 10 <sup>th</sup> grade students	Pre-planning, PLC, Early Release	Follow-UP: PLC meetings, Monitoring: Observations	Leadership Team and Coaches
Conventions (sentence structure, syntax, organizational structures)	9 <sup>th</sup> and 10 <sup>th</sup> grade teachers	Leadership Team and Coaches	All teachers of 9 <sup>th</sup> and 10 <sup>th</sup> grade students	Pre-planning, PLC, Early Release	Follow-UP: PLC meetings, Monitoring: Observations	Leadership Team and Coaches

### Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district			
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funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write the Night Away (Writing Camp)	Writing materials (chart paper, pens, pencils, markers, etc.)		
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Writing Goals*

**Civics End-of-Course (EOC) Goals *(required in year 2014-2015)***

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

<b>Civics EOC</b>	<b>Problem-</b>					
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Goals	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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Civics Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Civics Goal #2:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

**Civics Professional Development**

**Professional Development (PD) aligned with**

**June 2012**  
**Rule 6A-1.099811**  
**Revised April 29, 2011**

**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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)			

**Civics Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Civics Goals*

**U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)***

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

<b>U.S. History EOC 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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<p><u>U.S. History Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<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 group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position  Responsible for Monitoring</p>	<p>Process Used to Determine  Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b></p>	2.1.	2.1.	2.1.	2.1.	2.1.		

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U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

**U.S. History 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.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**U.S. History Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount

<b>Subtotal:</b>			
<b>Total:</b>			

*End of U.S. History Goals*

**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		





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		miss more than 5 days.					
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
The number and percentage of student's with 10 or more days absent from school will decrease 10%.							
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences</u>  (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u>  (10 or more)					
	36	32					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Attendance 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
On Course training	9-12	Leadership Team	School-Wide	3 <sup>rd</sup> Monday of each month	Weekly monitoring of Target students	Administration
Procedures for students with excessive absences	9-12	Leadership Team	School-Wide	3 <sup>rd</sup> Monday of each month	Weekly monitoring of Target students	Administration

**Attendance Budget (Insert rows as needed)**

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Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Attendance Goals*

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**  
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	<b>Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Suspension</b>	<p>Lack of innovative classroom management strategies.</p> <p>Lack of Communication with Family.</p>	<p>CHAMPs Training</p> <p>ATOSS, Full Service School Referrals</p>	<p>Teachers, Foundations Team, Leadership Team</p> <p>Guidance, Leadership Team</p>	<p>Percentages of students accepted in ATOSS</p>	<p>Administrative Classroom Monitoring Logs</p>		

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<b>Suspension Goal #1:</b>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
<b>Number of suspensions will decrease by 10%.</b>							
	<b>666</b>	<b>600</b>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<b>371</b>	<b>334</b>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<b>485</b>	<b>436</b>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<b>175</b>	<b>157</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Suspension Professional Development**

June 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**Suspension Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

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

\* When using percentages, include the number of students the percentage represents 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of  Strategy	Evaluation Tool		



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<p><b>1. Dropout Prevention</b></p>	<p>l.  Non-passing scores on FCAT, ACT, or SAT, GPA, lack of motivation</p>	<p>l.  SIG Enrichment period, tutoring (after-school and Saturday School), ALC and Compass Odyssey Labs</p>	<p>l.  Teachers, Guidance, College Readiness Team, Leadership Team</p>	<p>l.  Students success rate on FCAT, ACT, and/or SAT and students meeting graduation requirements</p>	<p>l.  Progress Reports, Report Cards, test scores (FCAT, ACT, ACT), diploma</p>		
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<u>Dropout Prevention</u> <u>Goal #1:</u>  To increase the number of students that receives a standard diploma by 10%.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<b>70%</b>	<b>75%</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

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

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 Rule 6A-1.099811  
 Revised April 29, 2011

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade Recovery	9-12	Leadership Team	School- wide	Quarterly	Progress Monitoring	Teachers/ Guidance

**Dropout Prevention Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**  
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Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

**Upload Option-**For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

**Online Template-** For schools completing the PIP a link will be provided that will direct you to this plan.

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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Jean Ribault High School, 3096**

<p><b>1. Parent Involvement</b></p>	<p>l.1. Parent/guardian lack of access to the internet.</p>	<p>l.1. Provide parents access to a computer.</p> <ul style="list-style-type: none"> <li>• Parent portal</li> <li>• DCPS website</li> <li>• Teachers websites</li> </ul>	<p>l.1. Leadership Team</p>	<p>l.1. The number of parents utilizing computers at Ribault.</p>	<p>l.1. Sign-in sheets and Survey</p>		
<p><u>Parent Involvement Goal #1:</u>  The school will increase parental involvement by 5%. Parents/guardians will have substantial opportunities to participate in their child's education. Distinctive strategies specific to the community will be utilized to reach out to parents/guardians.</p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	<p><b>18%</b></p>	<p><b>20%</b></p>					

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		1.2. Parent/guardian not informed of academic deadlines.	1.2. The school will utilize the marquee, radio, and alumni to get out important information.	1.2. Leadership Team	1.2. Survey/sign-in sheets	1.2. Survey/Sign-in sheets	
		1.3. Teachers will make several attempts to reach parents including: <ul style="list-style-type: none"><li>• Telep hone calls</li><li>• Letters</li><li>• E-mail</li></ul> Home visits will needed by Resource Officer, Truancy Officer, and Administrative Team	1.3. Leadership Team	1.3. Leadership Team	1.3. Number of conferences held.	1.3.	

**Parent Involvement Professional Development**

**Professional Development (PD) aligned with Strategies through Professional**

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**Learning  
Community (PLC)  
or PD Activity**

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

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)			

**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Parent Involvement Goal(s)*

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

<b>STEM 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of  Strategy	Evaluation Tool



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<p><u>STEM Goal #1:</u></p> <p>Increase number of students taking higher level math (Pre-calculus and higher)</p>	<p>I.1.</p> <p>Students not passing EOCs and having to remediate.</p> <p>Students entering 9<sup>th</sup> grade without Algebra I completion.</p>	<p>I.1.</p> <p>Focus Lessons will be taught during Enrichment Period to increase passage of EOCs.</p> <p>Students are double blocked with Intensive Math .</p> <p>Relationships are being built with the Middle schools to ensure that students are taking Algebra I prior to end of 8<sup>th</sup> grade.</p>	<p>I.1.</p> <p>Leadership Team</p> <p>Guidance Counselors and Coordinators</p>	<p>I.1.</p> <p>Leadership Team</p> <p>Leadership Team</p>	<p>I.1.</p> <p>Mini-lessons, benchmarks, EOC data</p> <p>Student schedules</p> <p>Vertical alignment with Middle School Guidance/Coordinators</p>
	<p>I.2.</p>	<p>I.2.</p>	<p>I.2.</p>	<p>I.2.</p>	<p>I.2.</p>

	1.3.	1.3.	1.3.	1.3.	1.3.
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**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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**STEM Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of STEM Goal(s)*

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

<b>CTE 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<p><u>CTE Goal #1:</u></p> <p>Employ a Teacher who is eligible for certification (District or State) to build the Aviation Academy.</p>	<p>1.1.</p> <p>Maintain a Aviation Teacher.</p>	<p>1.1.</p> <p>Post position and emphasize teaching responsibilities working with high school students.</p>	<p>1.1.</p> <p>Administration</p>	<p>1.1.</p> <p>Prior technical and educational experience</p>	<p>1.1.</p> <p>DCPS hiring procedures</p> <p>Observations</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

**CTE Professional Development**

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**CTE Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**  
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Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CTE Goal(s)*

**Additional 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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 Jean Ribault High School, 3096

<p><b>1. Additional Goal</b></p>	<p>1.1. Not having female security.</p>	<p>1.1. Increase random weapons checks</p>	<p>1.1. Administration/Security</p>	<p>1.1. Weapon check logs Student Discipline Records</p>	<p>1.1 .Weapon check logs Student Discipline Records</p>		
<p><u>Additional Goal #1:</u>   <b>Reduce the number of weapons incidents by 10%.</b></p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><b>4</b></p>	<p><b>3.</b></p>					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional Goals 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**Additional Goal(s) Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**  
**Jean Ribault High School, 3096**

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Additional Goal(s)*

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>

2012-2013 School Improvement Plan (SIP)-Form SIP-1  
 Jean Ribault High School, 3096

Science Budget	
	<b>Total:</b>
Writing Budget	
	<b>Total:</b>
Civics Budget	
	<b>Total:</b>
U.S. History Budget	
	<b>Total:</b>
Attendance Budget	
	<b>Total:</b>
Suspension Budget	
	<b>Total:</b>
Dropout Prevention Budget	
	<b>Total:</b>
Parent Involvement Budget	
	<b>Total:</b>
STEM Budget	
	<b>Total:</b>
CTE Budget	
	<b>Total:</b>
Additional Goals	
	<b>Total:</b>
	<b>Grand Total:</b>

**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.)

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

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

**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, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes       No

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

Describe the activities of the SAC for the upcoming school year.
Review of School Improvement Plan, Community Stakeholder’s meeting, and assist with additional concerns of the school building.

Describe the projected use of SAC funds.	Amount
Academic supplemental materials	\$1,000.00
Safety/security (golf cart)	\$2,000.00
Instructional support/student incentives	\$1,000.00