

Sarasota County Schools

Riverview High School



2015-16 School Improvement Plan

Riverview High School

1 RAM WAY, Sarasota, FL 34231

www.sarasotacountyschools.net/riverview

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	33%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	31%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Riverview High School is to provide a learning environment that nurtures a passion for intellectual curiosity; that promotes global understanding, independence, innovation; and that is committed to a tradition of academic excellence and social responsibility.

Provide the school's vision statement

The vision of Riverview High School is to create a school community that works together so that all students will reach their highest potential to become life-long learners and responsible citizen through quality instruction and a challenging world-class curriculum at a state-of-the art facility.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Riverview High School is a large comprehensive high school that strives to create a welcoming community. At the beginning of the year, Riverview hosts a freshmen orientation for all students. This gives the students a chance to learn about our school and its culture and climate. For teachers and administrators to learn about the students, Riverview focuses on each classroom being a learning community. Riverview encourages teachers to connect with their students and help them develop an atmosphere in the classroom that fosters mutual respect, hard work and a love for learning. Riverview challenges teachers to focus on the affective curriculum as well as the academic curriculum. This allows for teachers to learn about the students' cultures and to build strong relationships between teachers and students. In addition, Riverview has a large pre-International Baccalaureate (IB) program for incoming freshman interested in being a part of the IB program. This structure allows for a smooth transition from middle school to high school and provides the incoming students with a consistent support network of teachers and staff. Riverview is also proud of its student mentoring program. This program helps strengthen the relationship between teacher and student. These relationships are the cornerstone of a successful high school experience.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Riverview High School creates a learning environment in which students feel safe and respected at all times by providing active supervision, a network of support staff members, carefully structured routines, and by fostering relationships between staff and students. Campus supervision begins early each day and all areas of the campus are supervised at all times. We make sure that students know their guidance counselors, school resource officers, administrators, and behavior specialists as well as other support staff. This way students can ask for assistance at any time. By working with the same assistant principal and guidance counselor for the four years they are here, strong and lasting relationships are created. Riverview High School also has 2 School Resource Officers (SRO) and 4 Campus Security Monitors that assist with the supervision of students. The schools SRO's work closely with Administration to ensure students and faculty are safe and safety procedures are in place in case of a crisis. With these relationships in place, active campus supervision 24/7, and a structured daily routine, all students feel safe and respected before, during and after school. In addition, Riverview has many clubs, activities, and sports available for students. This diversity of clubs gives

students many opportunities to participate in activities where they feel respected and valued based on their individual preferences.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Riverview High School uses the Positive Behavioral Support (PBS) program to minimize distractions, promote good decision-making skills and to keep students engaged during instructional time. Riverview's philosophy of school behavior is that good behavior in schools first starts with a student-centered engaging curriculum. When students are actively engaged in class, teachers have fewer discipline problems. Our PBS program relies on a common set of expectations that are developed by teams of both staff and students. These expectations are posted throughout the school and are taught during the course of the school year. Thanks to this program, our longitudinal data shows a decrease in the number of discipline incidents at Riverview. Student time on task in the academic environment has increased and the entire campus is safe and secure. A collaborative planning model is used to monitor the Multi-Tiered System of Support (MTSS) process. Campus aides are utilized to remove disruptive students from class to insure minimal disruptions to classroom instruction. Behavioral expectations are outlined during Student Orientations, posted on our website and available through the Sarasota County Student Parent Handbook. In addition, our support personnel, including Campus Monitors, attend training at the district level about appropriate ways to work with students and de-escalate problems.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Riverview High School is deeply concerned about the social and emotional well being of our students. We employ six guidance counselors who work with students at a 400 to 1 ratio. Students work with the same counselor from their freshman year through graduation. RHS has two full time behavior specialists and two full time School Resource Officers as well as one full time social worker who are on campus every day. All of these staff members maintain high visibility and are always willing to provide assistance to any student in need. Beyond the on campus support staff, Riverview maintains strong ties with several community organizations who can get students connected with resources, counseling, or other services as needed. All school administrators maintain an open door policy, and students know that they can come to any staff member with any issue and we will find them the help that they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance: Any student that misses more than ten percent of instructional time or is in ninth grade with one or more absences within the first twenty days of school.

Discipline: Any student who receives two or more behavior referrals or any student who receives one or more behavior referrals that leads to a suspension.

Course Failure: Any student who fails to progress on time to any grade level or any student with a grade point average below a 2.0.

State Assessments: Any student that scored a level 1 on a state assessment.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	148	180	184	185	697
One or more suspensions	55	36	29	18	138
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	68	81	0	75	224
	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Riverview High School monitors attendance by weekly data collection. We have a referral system in place for staff to identify students with attendance issues that involves guidance, the attendance clerk, administration, social worker, truancy officer, school psychologist and parents. In regards to discipline, Riverview High School follows progressive discipline procedures. Administration works with parents, students, guidance, and teachers to ensure that all early interventions (e.g. conferences, detention, Saturday School) take place before a suspension occurs. Students that fail an English or a mathematics class have the opportunity to retake the class in our Performance Based Diploma program. This program is an online resource in which students can work at their own pace and complete multiple credits in a given year. For our Level 1 Algebra EOC students, they are placed in an Intensive Math course up to a full year until the student receives a passing grade on the EOC. For our Level 1 ELA students, they are placed in an Intensive Reading course up to a full year until the student receives a passing grade on the FCAT/FSA.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Riverview parent involvement is very strong with tremendous support. Our parent involvement helped us earn the Golden School Award for the twenty fifth year indicating more than five thousand hours of documentation through the Partners Alliance Linking Schools Program. Attendance at annual open house is high with over 50% of parents attending based on sign-in sheets. There are many active parent support groups including the IB Parent Organization, School Advisory Council (SAC), RHS

Foundation, and numerous booster clubs (music, athletics, JROTC) Our student performance data highlights the positive impact that our parent and community relationships have on our school. Riverview's programs and special efforts to engage families are related to strong and consistent improvement in academics.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Riverview High School has a long standing tradition of working coherently with the local community at large. We have added to the traditional relationships with businesses, retirees, and private consultants by increasing internships and adjunct teacher appointments. School governance is enhanced not only by community representation on SAC but by leadership positions in the IB Parent Organization and the Riverview Kiltie Band Association. We have fostered comprehensive outreach to our entire community by expanding our information systems beyond our monthly newsletter by including all facets of social media including contemporary websites. The Cysis Teen Parent has unique community support including weekly volunteers, business partnerships and grant funding through Children's First and Head Start. Finally, Riverview's "Stars to Starfish" Program is an authorized Exploration via EdExplore partnerships.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Wachter, Glenn	Assistant Principal
Gilliland, Mark	Assistant Principal
Gallagher, Paul	Assistant Principal
Wilks, Kathy	Assistant Principal
Burns, Paul	Assistant Principal
Jackson, Eric	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Accountability for positive outcomes is a shared responsibility for all members of the leadership team. The individuals involved and the roles they play vary with the intensity of student need. Knowledge and skills determine an individual's role rather than professional title or assignment. Our "larger" school leadership team consists of guidance counselors, teachers, parents, students, ESE and ESOL Liaisons, school psychologist, two social workers, two behavior specialists, and a test coordinator. From that team, those with the appropriate skill set are chosen to work with students and various initiatives based on the need of the student in a given situation. Assistant Principals work with their assigned departments to align training to ensure district and school initiatives are met.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Riverview High School has instructional and operational priorities that were outlined at the beginning of the year. These priorities were developed based on the current reality of the school. During the summer, the administrative team reviewed all relevant data about the school. Based on this comprehensive and thorough data review, the team developed the instructional and operational priorities. These priorities were reviewed with the school's Instructional Leadership Team and the Department chairs. Both groups were able to give feedback to ensure that the instructional and operational priorities were accurate. The assistant principals, department chairs and members of the Instructional Leadership Team have been focused on implementing programs and committing resources to support the school's initiatives.

The entire school uses a collaborative problem solving model for all situations. Data points are being reviewed at set intervals to monitor student progress and to monitor the fidelity of implementation of all the instructional and operational priorities. Riverview uses a systematic approach to problem solving with a focus on alterable variables and "how" solutions.

The coordination and integration of federal, state, and local funds reduces duplication of services and ensures that all needs of economically disadvantaged students are met. These wrap-around services make up a comprehensive framework to give all children a greater chance of academic success. As required under Section 1114(b)(1)(J), P.L. 107-110, a Title I school, as part of its schoolwide plan, must describe how funds from other NCLB programs and applicable federal, state, and local programs will be integrated and coordinated to meet all student needs.

A school should carefully examine the educational and social needs of all students in the school, as well as the programs and/or funding currently in place to support those needs. In the space provided, include a description of how the following programs integrate and coordinate to meet student needs, as applicable to your school:

Title II (Professional development for classroom teachers); Violence prevention programs (Support from Jewish Family Services); Head Start (Services provided through Childrens' First grant); Adult education(Via Sarasota Technical College- STC); Career and Technical Education (CTE) and Job training (Via ESE Transition Employment Specialist and On the Job Training.)

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Eric Jackson	Principal
Richard Hicks	Parent
Maggie Jones	Teacher
Helen Magill	Business/Community
Kelly Soyars	Teacher
Melissa Vagn	Parent
Jane Beattie	Parent
Paul Burns	Teacher
Kary Di Tomaso	Parent
Suzanne Johnson	Teacher
Lisa Russo	Parent
Charmaine Wheeler	Education Support Employee
Kim Bree-Underdahl	Parent
Cindy Urbano	Parent
Barbara Wheatley	Student
Samantha Norden	Student
Easton Underdahl	Student
Samantha Talmadge	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

School Advisory Council reviews goals outlined in plan and outcomes. They evaluate success of strategies and resources provided in the plan. In addition, the team analyzes end of the year performance data.

Development of this school improvement plan

The administrative team reviews the School Improvement Plan annually. The team uses data as it reviews the plan. Once the team has reviewed all of the relevant data, the team develops a framework for the initial school improvement plan. Before giving the plan to the School Advisory Council, the team thoroughly reviews the preliminary plan with the department chairs and instructional leadership team members. Once this review is complete, the School Advisory Council (SAC) reviews the results of any needs or assessments conducted at school., assist in the development of the School Improvement Plan and provide recommendations on specific components of the plan; such as: goals for the school, indicators of student progression, strategies and evaluation procedures to measure student performances. The School Advisory Council of Riverview High School shall be the final decision making body at this school relating to school improvement. They define school goals and targets and for overall school improvement with the School Board They report progress, in meeting the goals of the School Improvement Plan. The SAC monitors students' and school's progress in attaining goals, per, the School Improvement Plan, and evaluate the appropriateness of the indicators of the student progress, strategies and evaluation procedures which are selected, to measure student performance. They prepare the distribution to the public, to report the status of implementing, the School Improvement Plan, the performance of students and educational programs

and progress in accomplishing the school's goals. The SAC provides input on the school's budget and the use of School Improvement funds to assist with the preparation of the school budget. Both the school's annual budget and School Improvement budgets are approved by SAC. They make recommendations on the waiver of the School Board policy/rules, which will allow school personnel to establish innovative practices and methods and act as a liaison between the school and the community.

Preparation of the school's annual budget and plan

In the spring, when the preliminary budgets are distributed by the district, the School Leadership Team identifies staffing program needs for the upcoming school year. This information is presented to SAC for input and recommendations. Revisions are made by the principal and submitted to the School Board for final approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No School Improvement funds were allocated by the state. However, available carry forward dollars, general funds and grants will be used to fund the following:

- # USA Test Prep for Reading & Math- \$1500.
- # RAMP It Up! After School Math Tutoring - \$2000. (Riverview High School Foundation)
- # Peer Mentoring Program - \$5000.
- # RMK Tutoring - \$5000.
- # Professional Development - \$ 5000.
- # Instructional Materials - \$2000.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
	Teacher, K-12
James, Nina	Teacher, K-12
Miles, Rebecca	Teacher, K-12
DeZutter, Carrie	Teacher, K-12
Ourednik, Frank	Teacher, K-12
Strum, Dena	Teacher, PreK
Wilks, Kathy	Assistant Principal
Altomare, Patricia	Teacher, K-12
Carrier, Park	Teacher, K-12
Coughlin, Bridget	Teacher, K-12
Detota, Tammy	Teacher, K-12
Fletcher, Valerie	Teacher, K-12
Heintz, Becky	Teacher, K-12
Henson-Dacey, Jackie	Teacher, K-12
Shurley, Ryan	Teacher, K-12
Jackson, Eric	Principal
Burns, Paul	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Our instructional priorities are aligned with implementation of the Florida State Standards, District and Riverview initiatives. Our LLT collaborates on establishing a professional development calendar. The team has been heavily focused on Accountable Talk this year. In order to develop a thorough and comprehensive plan, the LLT team has reviewed survey feedback and data from the staff about the professional development. Professional development includes but are not limited to: Accountable Talk, using technology with the TEL studio, high-level thinking using Webb's Depth of Knowledge, DI, and explicit use of academic and domain specific vocabulary. In addition the team continues to support literacy through various school-wide reading programs and projects.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Riverview High School values collaborative planning and instruction. Teachers meet weekly in a professional learning community (PLC) meeting. The goal of these meetings is to allow teachers to review what they are teaching, plan common formative and summative assessments, discuss the results of these assessments (to monitor student learning), and finally discuss interventions for students and change instruction as needed. The teachers document their weekly collaboration on their lesson plans or a collaborative planning document. They submit the plans to their designated administrator. In addition, the school has a team of instructional leaders (Instructional Leadership Team) that helps develop and guide the professional development for the school. The school's departments chairpersons also meet monthly to discuss instructional initiatives. Department chairpersons, members of the Instructional Leadership Team and the administrators meet with their respective departments to discuss instruction

and learning and professional development. These meetings allow other teachers to give feedback as well. These meetings and the "feedback loop" allow the school to build positive relationships between faculty members. Riverview High School also has an extensive IB program. This program requires teachers to meet regularly as a professional learning community to discuss student achievement and curriculum mapping. Finally, review hosts a few functions that encourage teachers to build relationships outside of the classroom.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Riverview High School maintains an outstanding reputation as an exceptional school and recruits highly qualified teachers. All teachers are certified in their content and are highly qualified. Teachers with multiple certifications are valued and selected whenever available. Riverview High School is fortunate to successfully recruit and retain teachers in all areas of critical shortage. In addition, Principal Eric Jackson attended two teacher recruiting fairs to attract and hire talented teachers. Moreover, the school's leadership is constantly reviewing the resumes it receives. All of the resumes are kept on file and are reviewed for any job openings. Once candidates are selected for an interview, the school's leadership uses very specific questions to be sure that they are hiring candidates who not only possess the required content knowledge, but also candidates who love working with children of all academic and social abilities. Finally, to retain effective teachers, the school has an induction program for new teachers and a rich professional development program for all teachers. The school's leadership also reviews data to be sure that it maintains a relatively low teacher turnover rate. For new teachers, the school has a mentoring program.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Sarasota County and Riverview High School recognize that teacher mentoring is an effective method of developing and retaining high quality classroom teachers. As a result, Sarasota County Schools provides a comprehensive mentoring program (S.C.I.P. - Sarasota County Induction Program) which pairs beginning teachers and experienced teachers. This "teacher mentoring program" includes activities that consist of structured guidance and regular, ongoing support for beginning or "new to the district" teachers. Mentoring activities are designed to help teachers continue to improve their practice of teaching and develop their instructional skills. These activities are part of an ongoing induction process that involves the assistance of exemplary teachers and other appropriate individuals from a school, district, or institution of higher education and may include coaching, classroom observation, team teaching, and reduced teaching loads.

In order for a teacher mentoring program to be successful, administrators provide resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices. S.C.I.P. mentors receive financial compensation for monthly meetings and support to mentees.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Sarasota County provides Instructional Focus Guides for core instructional programs. Weekly lesson plans are monitored and include specific learning targets, essential questions, standards and objectives and the appropriate level of Depth of Knowledge. Materials are aligned and structured

around the Florida Standards. In addition, Advanced Placement and International Baccalaureate programs are aligned with national and international standards and practices. Instructional materials and teacher support materials are based on recommendations for various content areas. In addition, PLCs serve as a vehicle for teachers to discuss what they are teaching and how they are the relevant content, standards and skills.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Riverview administrative team believes that data without dialogue is meaningless. Therefore, we pride ourselves in accumulating both quantitative and qualitative information, disseminating it to our stake holders and following up by having focused meetings across Professional Learning Communities. Such focused meetings include: monthly department or staff meetings, SWST, CARE, IB Program, ACT/SAT Prep, emerging IB Career/related Certificate Program and weekly PLCs. The agenda at all meetings is a continuous introspection with necessary action steps on how to improve student achievement through teaching, learning and assessment.

Our Instructional Leadership Team (ILT) supports school-wide literacy efforts. The team designs and delivers professional development and resources that teachers can use to assist all students. After school math tutoring is provided twice a week. Level 1 & 2 students have Algebra I on a block schedule. Our reading department has recently implemented a research based program (Achieve 3000) to differentiate reading levels for students. This program allows students to access the content (taught in class) at their own individual reading level. This program also augments students' reading levels over time.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

Thirty minutes of instructional time is added to each day.

Strategy Rationale

More instructional time for students to access required and elective courses.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson, Eric, eric.jackson@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student achievement data, attendance and graduation data

Strategy: After School Program

Minutes added to school year: 1,620

Tutoring for math students

Strategy Rationale

This allows students who may struggle access to additional time and resources to increase proficiency on the standards and objectives.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Transitions from middle school begin with guidance counselors visiting all primary middle schools to provide 8th grade students with an overview of high school course selections and graduation requirements. In the spring, we invite the middle school students and parents to attend a SPIN event(Student and Parent Information Night) on our campus. During the summer, all students are required to attend a Student Orientation. In addition, Riverview High School is structured to provide continuity with the same guidance counselor and administrator throughout the four years. This allows for ongoing supportive relationships with students and families. All ninth grade students are assigned to a "team" of teachers who work collaboratively to support academic and behavioral support to maximize student acclimation to high school.

To support students who are transitioning out of Riverview High School, the school's guidance counselor also meets with all seniors and discusses the student's post secondary plans. The counselors assist the students with post secondary aspirations including transitioning to the work force, military or higher education. Military recruiters and colleges/universities regularly visit Riverview and its student body to help us support its outgoing cohort of students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students begin their academic and career planning in middle school. School counselors also provide additional support to students once they begin at Riverview. Each student meets several times annually with his/her counselor to review individually courses of study and are continually modified based on needs, interest and career goals. Additionally, the College Reach Out Program (CROP) and Y-Achievers assist students with a guide in preparing for college through college visits and specialized programs to help them prepare for the application and interview process. Furthermore, the International Baccalaureate provides a college specialist to assist and guide students individually. Finally, the school has an Executive Internship Program that supports students understanding of college and career readiness. Students use this opportunity to deepen their understanding of the

content they are learning in the classroom. Moreover, Riverview has an On the Job Training (OJT) program which also increases students' awareness of college and career readiness. These programs are aligned to the objectives outlined in our Career and Technical Education curricula. In addition, local area jobs are posted and advertised for students. Colleges/universities and military recruiters are also often on campus to highlight their programs.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Riverview High School offers extensive Career and Technical Education (CTE) courses or programs, Advanced Placement, International Baccalaureate, and Dual Enrollment opportunities as well as co-enrollment programs with Suncoast Technical College. Connections between the relevance of a subject and a student's future is integrated into all instructional programs. Academic courses are linked to applied and integrated courses focused on career options for students. The school's Career Technical Education courses, Executive Internships, and Suncoast Technical College directly connect high school subjects to post secondary options. In addition, academic sequences connect to two and four year college programs. All Executive Interns earn their Florida Ready to Work credential(s). Moreover, CTE students have the opportunity to earn Industry Certification(s) in their related field of study. Career pathways (Aquaculture, Early Childhood, Business, Engineering, Technology Education) are carefully delineated to insure that students are able to complete their chosen pathway. In addition the school recently implemented the IBCP (International Baccalaureate Career Program).

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Riverview High School's percentage of graduates completing a college prep curriculum, enrolled in an Algebra I course before 9th grade, in advanced level courses, and in a Florida post secondary instruction all exceeded the district and state levels. The school guidance counselors will continue to encourage students to take AP, IB, or DE classes through one on one course planning meetings prior to scheduling courses in the spring. Each junior and senior is scheduled to meet with a guidance counselor regarding their post secondary plans. Bright Futures and other scholarship information is disseminated. Guidance staff will further encourage students to participate in the ACT, SAT, or PERT early in their junior year. Finally, articulation with middle school guidance and math teachers will occur to communicate benefits of students completing Algebra 1 while in middle school to allow students access to higher level math courses in high school. All juniors will be administered the PERT in Reading, Writing, and Math based on their 10th grade FCAT/EOC scores to determine college readiness. Students who do not meet cut scores on PERT will be placed in a readiness course during their senior year to reinforce skills necessary to be successful in entry-level courses in college in the areas of reading, writing, and math. The school also has aquamarine science courses and the Stars to Starfish program which connects elementary school students to high school type investigative learning. Also the school has the ACE engineering program.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The High School Feedback Report is a critical report for schools to consider as they work to continuously improve. This report from DOE outlines data for the school. We use this data and present it to the following groups to entire school faculty, Instructional Leadership Team; Parent Organization, School Advisory Council, and Department Chairs. Based on these presentations, each group is responsible for providing feedback to identify priority needs for improvement and make improvement strategies. The administrative team is responsible for the final analysis of the reports from each of the groups above. The team can then finalize the recommendations for continuous improvement and monitor the progress throughout the year.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2016, there will be a minimum of a two percentage point increase for all 10th grade students who take the grade 10 FSA reading test. Our SY 2015 level of proficiency was 70%.
- G2.** US HISTORY EOC Goal: By May 2016, there will be a two percentage increase for students taking the US History EOC. Our SY 2015 level of proficiency was 80%.
- G3.** By the end of the school year 2016, there will be a minimum of a four percentage point increase for all students taking the Algebra I EOC test. Our SY 2015 level of proficiency was 66%. This goal was chosen since it is a graduation requirement.
- G4.** BIOLOGY GOAL By the year 2016, there will be a minimum of a two percentage point increase for students taking the Biology EOC. Our SY level of proficiency was 76%
- G5.** SUPPORTIVE ENVIRONMENT: For the school year 2015-2016, the percentage of students meeting the requirements outlined in the Student Progression Plan will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the year 2016, there will be a minimum of a two percentage point increase for all 10th grade students who take the grade 10 FSA reading test. Our SY 2015 level of proficiency was 70%. **1a**

 G072398

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	72.0

Resources Available to Support the Goal **2**

- Professional development on test specifications
- IFGs
- Achieve 3000 program for struggling readers
- RHS instructional initiatives including accountable talk to deepen students' level of thinking
- Specialized reading classes for students not achieving proficiency
- Literacy Grant for teacher collaboration and progress monitoring

Targeted Barriers to Achieving the Goal **3**

- Subgroups of students who have not achieved proficiency,

Plan to Monitor Progress Toward G1. **8**

Formative assessment data, Collaboration minutes

Person Responsible

Paul Burns

Schedule

On 5/31/2016

Evidence of Completion

Formative assessment, Collaboration minutes

G2. US HISTORY EOC Goal: By May 2016, there will be a two percentage increase for students taking the US History EOC. Our SY 2015 level of proficiency was 80%. 1a

G072399

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	82.0

Resources Available to Support the Goal 2

- Professional development - accountable talk and academic and domain specific vocabulary
- Voluntary collaborative planning (Snacks N Strats)
- Instructional Focus Guides - to guide curricular progression
- Peer Coaching

Targeted Barriers to Achieving the Goal 3

- Lack of a US History PLC

Plan to Monitor Progress Toward G2. 8

Benchmark data will also be reviewed to see if students are prepared for the EOC

Person Responsible

Mark Gilliland

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Formative assessment data and minutes for PLC

G3. By the end of the school year 2016, there will be a minimum of a four percentage point increase for all students taking the Algebra I EOC test. Our SY 2015 level of proficiency was 66%. This goal was chosen since it is a graduation requirement. 1a

G072400

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	70.0

Resources Available to Support the Goal 2

- Common collaborative planning for Alg 1 teachers (8th pd)
- Professional development - accountable talk and other strategies to deepen student thinking; PD for new textbook series
- New textbook series (*also a barrier) provides additional materials to support student learning and mastery
- Ramp it Up tutoring every Tues/Thursday after school
- Student pullouts for 1-1 tutoring as needed.
- Intensive Math for students who do not meet proficiency on Alg 1 FSA
- MTSS process to support students who are struggling academically, behaviorally, or with attendance.
- Weekly admin/guidance attendance monitoring

Targeted Barriers to Achieving the Goal 3

- The adoption of a new textbook series along with new standards and end of course assessment has caused the need for teachers to become familiar with new instructional materials while still learning the new Florida Standards and FSA for Algebra 1.

Plan to Monitor Progress Toward G3. 8

Formative assessment (benchmark data) will be reviewed to be sure that students are mastering the standards. Feedback from collaborative planning will be monitored also

Person Responsible

Eric Jackson

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Feedback from formative assessments.

G4. BIOLOGY GOAL By the year 2016, there will be a minimum of a two percentage point increase for students taking the Biology EOC. Our SY level of proficiency was 76% **1a**

G072401

Targets Supported **1b**

Indicator	Annual Target
Bio I EOC Pass	78.0

Resources Available to Support the Goal **2**

- Highly qualified teachers and staff
- Instructional Focus Guide towards curricular implementation
- Formative benchmark assessments built in to the school year calendar
- Highly rigorous textbooks and other supplementary materials available in each classroom
- Professional development for accountable talk to deepen student thinking

Targeted Barriers to Achieving the Goal **3**

- Teachers continue to learn the new Florida Standards

Plan to Monitor Progress Toward G4. **8**

Individual student biology benchmark assessment scores will be reviewed throughout the year. Student data will be related back to their individual biology teacher. These scores, along with the teachers collaborative planning notes, will be used to monitor the progress towards the goal.

Person Responsible

Glenn Wachter

Schedule

Every 2 Months, from 8/27/2014 to 4/22/2015

Evidence of Completion

Face to face meetings will be scheduled with each teacher twice per year. Informal meetings will take place more often. Meeting notes will document the discussion from each teacher meeting. Each teacher meeting will evaluate the progress of that teachers students, and their work as part of the collaborative planning team, towards the end goal scoring at or above proficiency on the Biology EOC.

G5. SUPPORTIVE ENVIRONMENT: For the school year 2015-2016, the percentage of students meeting the requirements outlined in the Student Progression Plan will increase. 1a

G072402

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	87.0
Dropout Rate	0.94
One or More Suspensions	125.0
Attendance Below 90%	625.0

Resources Available to Support the Goal 2

- Regular and Accurate Data Reports, Community Partnerships, Experienced Staff
- Use of Literacy Grant to teachers to review released items to assist with progress monitoring for students

Targeted Barriers to Achieving the Goal 3

- The range of our student population and demographics with extreme needs.

Plan to Monitor Progress Toward G5. 8

Attendance rate, academic grades, discipline referrals, assessment results

Person Responsible

Paul Burns

Schedule

Monthly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Monthly attendance report, weekly referral reports, drop out reports, quarterly progress reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2016, there will be a minimum of a two percentage point increase for all 10th grade students who take the grade 10 FSA reading test. Our SY 2015 level of proficiency was 70%. **1**

 G072398

G1.B1 Subgroups of students who have not achieved proficiency, **2**

 B188689

G1.B1.S3 We will use sub-group data to help increase proficiency **4**

 S200152

Strategy Rationale

Identifying and increasing the level of proficiency for students who are not performing will increase the school's overall performance. These students will also meet a graduation requirement.

Action Step 1 **5**

We will receive data on our subgroups.

Person Responsible

Nina James

Schedule

On 5/31/2016

Evidence of Completion

She will send use us the chart with the data.

Action Step 2 5

Admin team will review data and share data with English and Reading teachers.

Person Responsible

Paul Burns

Schedule

On 5/31/2016

Evidence of Completion

Team will review data. The 10th grade PLC will review the data and will use formative assessments to increase proficiency. They will also attend relevant professional development.

Action Step 3 5

Department chair and administrator will work with 10th grade PLC teachers to strengthen collaboration.

Person Responsible

Paul Burns

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Structure of 10th grade PLC; Meeting minutes of PLC

Action Step 4 5

Teachers will attend PD on accountable talk. This PD will help teachers reach DOK levels 3 and 4 to uncover thinking in content.

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The admin who supervises the English will meet with the 10th grade PLC

Person Responsible

Paul Burns

Schedule

On 5/31/2016

Evidence of Completion

Formative assessment data, PLC minutes to ensure that rich collaboration is happening.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Admin and department chair will review the implantation of the action steps to ensure fidelity of implementation

Person Responsible

Paul Burns

Schedule

Biweekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Minutes from our meetings, updates to the principal, department and PLC meetings

G2. US HISTORY EOC Goal: By May 2016, there will be a two percentage increase for students taking the US History EOC. Our SY 2015 level of proficiency was 80%. 1

G072399

G2.B1 Lack of a US History PLC 2

B188693

G2.B1.S1 Teachers who teach US History will meet to develop common formative assessments 4

S200154

Strategy Rationale

Our scores are very good at RHS. To increase the scores even more, teachers will strengthen their PLC. This will allow teachers to learn from each other and put the best practices in place for all students to increase their level of proficiency.

Action Step 1

 5

Monitor the structure of a solid, high-performing PLC.

Person Responsible

Mark Gilliland

Schedule

Biweekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S1

 6

The head principal will work with each administrator to be sure that their PLCs are high functioning

Person Responsible

Eric Jackson

Schedule

On 5/31/2016

Evidence of Completion

Face to face meetings, collaborative planning notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrative team will monitor the improvement of PLCs

Person Responsible

Eric Jackson

Schedule

On 5/31/2016

Evidence of Completion

PLC minutes

G3. By the end of the school year 2016, there will be a minimum of a four percentage point increase for all students taking the Algebra I EOC test. Our SY 2015 level of proficiency was 66%. This goal was chosen since it is a graduation requirement. 1

G072400

G3.B1 The adoption of a new textbook series along with new standards and end of course assessment has caused the need for teachers to become familiar with new instructional materials while still learning the new Florida Standards and FSA for Algebra 1. 2

B188696

G3.B1.S1 Teachers will meet during common collaborative planning time to examine Florida Standards, test item specs, and new instructional materials to create lessons and assessments that model the new Alg 1 FSA 4

S200155

Strategy Rationale

If teachers are able to work together to become 'experts' in the Alg 1 standards, test item specs, and textbook materials, students will be exposed to lessons and assessments that better prepare them to be proficient on the Alg 1 FSA.

Action Step 1 5

Teachers will meet collaboratively once per week to examine Alg 1 Florida Standards, test item specs, and new textbook materials to create lesson plans and assessments

Person Responsible

Kathy Wilks

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson plans, assessments, observation notes

Action Step 2 5

Professional Development on Big Ideas Textbook series

Person Responsible

Kathy Wilks

Schedule

On 10/6/2015

Evidence of Completion

Implementation of textbook resources in course

Action Step 3 5

Professional Development on Big Ideas textbook series

Person Responsible

Kathy Wilks

Schedule

On 8/19/2015

Evidence of Completion

Use of textbook resources in course

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom observations by administration; lesson plans submitted weekly; collaborative planning notes submitted weekly

Person Responsible

Kathy Wilks

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

observation notes, lesson plans, collaborative planning notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom observations by administration to determine effective use of new materials and knowledge of standards; teachers will monitor student performance on class assessments

Person Responsible

Kathy Wilks

Schedule

Evidence of Completion

Classroom assessments, lesson plans, observaton notes; collaborative planning notes

G4. BIOLOGY GOAL By the year 2016, there will be a minimum of a two percentage point increase for students taking the Biology EOC. Our SY level of proficiency was 76% 1

G072401

G4.B1 Teachers continue to learn the new Florida Standards 2

B188700

G4.B1.S1 Teams of teachers, working together during their collaborative planning time, will continue to understand the standards and the level of rigor required for the standards. 4

S200156

Strategy Rationale

The new Florida Standards require that a student demonstrates a higher level Depth of Knowledge as compared with the standards used in previous years. In order for teachers to truly understand what will be required of their students, it is imperative that they spend time reading, discussing and dissecting these standards.

Action Step 1 5

Teams of teachers, grouped by science content, will meet on a bi-weekly basis during their common planning time to learn complete the entire PLC cycle including: planning together, developing, scoring and discussing the formative assessments written by the Biology teachers.

Person Responsible

Glenn Wachter

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Teachers will turn in notes from each of their collaborative planning meetings.

Action Step 2 5

Science teachers will also attend professional development on accountable talk to deepen student's thinking.

Person Responsible

Eric Jackson

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will collect and review the collaborative planning notes from each meeting.

Person Responsible

Glenn Wachter

Schedule

Biweekly, from 8/27/2014 to 5/20/2015

Evidence of Completion

The collaborative planning notes from each team of teachers will emphasize the work that they accomplished related to formulating a more comprehensive understanding of the new Florida Standards. The minutes will also show if the teachers discussed formative assessment data to monitor progress towards increased proficiency on the Biology EOC.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administration will review the bi-weekly collaborative planning notes from each team of teachers. Administration will provide feedback to each team related to the quality of the progress towards developing a more comprehensive understanding of the Florida Standards.

Person Responsible

Glenn Wachter

Schedule

Biweekly, from 8/27/2014 to 5/20/2015

Evidence of Completion

The actual notes from the collaborative planning team meeting will be used to document the work that was accomplished. Notes from teams that are making good progress will be provided to teams that are struggling with the task so that they may have a guiding document to model their work after.

G5. SUPPORTIVE ENVIRONMENT: For the school year 2015-2016, the percentage of students meeting the requirements outlined in the Student Progression Plan will increase. 1

 G072402

G5.B1 The range of our student population and demographics with extreme needs. 2

 B188705

G5.B1.S1 Differentiate resources and interventions based on student need. 4

 S200157

Strategy Rationale

That each student has a unique situation and each student's plan is designed based on individual challenges.

Action Step 1 5

Thorough Data Review of Each Student: Student Data

Person Responsible

Paul Burns

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

SWST notes, CARE notes, Project 10 minutes, Individual meetings with administrators

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Weekly Meetings: SWST, CARE, Notes from administrative team meetings

Person Responsible

Paul Burns

Schedule

Weekly, from 8/1/2015 to 6/1/2016

Evidence of Completion

Minutes from all meetings.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Minutes from CARE, SWST, Minutes from weekly administrative team meetings

Person Responsible

Paul Burns

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Monthly data analysis to determine effectiveness and need for action.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.A1	We will receive data on our subgroups.	James, Nina	10/1/2015	She will send use us the chart with the data.	5/31/2016 one-time
G2.B1.S1.A1	Monitor the structure of a solid, high-performing PLC.	Gilliland, Mark	8/31/2015	PLC minutes	5/31/2016 biweekly
G3.B1.S1.A1	Teachers will meet collaboratively once per week to examine Alg 1 Florida Standards, test item specs, and new textbook materials to create lesson plans and assessments	Wilks, Kathy	8/24/2015	Lesson plans, assessments, observation notes	5/27/2016 weekly
G4.B1.S1.A1	Teams of teachers, grouped by science content, will meet on a bi-weekly basis during their common planning time to learn complete the entire PLC cycle including: planning together, developing, scoring and discussing the formative assessments written by the Biology teachers.	Wachter, Glenn	8/24/2015	Teachers will turn in notes from each of their collaborative planning meetings.	5/31/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A1	Thorough Data Review of Each Student: Student Data	Burns, Paul	8/18/2015	SWST notes, CARE notes, Project 10 minutes, Individual meetings with administrators	6/1/2016 weekly
G1.B1.S3.A2	Admin team will review data and share data with English and Reading teachers.	Burns, Paul	10/2/2015	Team will review data. The 10th grade PLC will review the data and will use formative assessments to increase proficiency. They will also attend relevant professional development.	5/31/2016 one-time
G3.B1.S1.A2	Professional Development on Big Ideas Textbook series	Wilks, Kathy	10/6/2015	Implementation of textbook resources in course	10/6/2015 one-time
G4.B1.S1.A2	Science teachers will also attend professional development on accountable talk to deepen student's thinking.	Jackson, Eric	8/24/2015		5/31/2016 monthly
G1.B1.S3.A3	Department chair and administrator will work with 10th grade PLC teachers to strengthen collaboration.	Burns, Paul	10/1/2015	Structure of 10th grade PLC; Meeting minutes of PLC	5/31/2016 monthly
G3.B1.S1.A3	Professional Development on Big Ideas textbook series	Wilks, Kathy	8/19/2015	Use of textbook resources in course	8/19/2015 one-time
G1.B1.S3.A4	Teachers will attend PD on accountable talk. This PD will help teachers reach DOK levels 3 and 4 to uncover thinking in content.			one-time	
G1.MA1	Formative assessment data, Collaboration minutes	Burns, Paul	10/1/2015	Formative assessment, Collaboration minutes	5/31/2016 one-time
G1.B1.S3.MA1	Admin and department chair will review the implantation of the action steps to ensure fidelity of implementation	Burns, Paul	10/1/2015	Minutes from our meetings, updates to the principal, department and PLC meetings	5/31/2016 biweekly
G1.B1.S3.MA1	The admin who supervises the English will meet with the 10th grade PLC	Burns, Paul	10/19/2015	Formative assessment data, PLC minutes to ensure that rich collaboration is happening.	5/31/2016 one-time
G2.MA1	Benchmark data will also be reviewed to see if students are prepared for the EOC	Gilliland, Mark	8/31/2015	Formative assessment data and minutes for PLC	5/31/2016 monthly
G2.B1.S1.MA1	Administrative team will monitor the improvement of PLCs	Jackson, Eric	8/31/2015	PLC minutes	5/31/2016 one-time
G2.B1.S1.MA1	The head principal will work with each administrator to be sure that their PLCs are high functioning	Jackson, Eric	8/24/2015	Face to face meetings, collaborative planning notes	5/31/2016 one-time
G3.MA1	Formative assessment (benchmark data) will be reviewed to be sure that students are mastering the standards. Feedback from collaborative planning will be monitored also	Jackson, Eric	8/24/2015	Feedback from formative assessments.	5/31/2016 monthly
G3.B1.S1.MA1	Classroom observations by administration to determine effective use of new materials and knowledge of standards; teachers will monitor student performance on class assessments	Wilks, Kathy	5/27/2016	Classroom assessments, lesson plans, observaton notes; collaborative planning notes	weekly
G3.B1.S1.MA1	Classroom observations by administration; lesson plans submitted weekly; collaborative planning notes submitted weekly	Wilks, Kathy	8/24/2015	observation notes, lesson plans, collaborative planning notes	5/27/2016 weekly
G4.MA1	Individual student biology benchmark assessment scores will be reviewed throughout the year. Student data will be related back to their individual biology teacher. These scores, along with the teachers collaborative	Wachter, Glenn	8/27/2014	Face to face meetings will be scheduled with each teacher twice per year. Informal meetings will take place more often. Meeting notes will document the discussion from each teacher meeting. Each teacher	4/22/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	planning notes, will be used to monitor the progress towards the goal.			meeting will evaluate the progress of that teachers students, and their work as part of the collaborative planning team, towards the end goal scoring at or above proficiency on the Biology EOC.	
G4.B1.S1.MA1	Administration will review the bi-weekly collaborative planning notes from each team of teachers. Administration will provide feedback to each team related to the quality of the progress towards developing a more comprehensive understanding of the Florida Standards.	Wachter, Glenn	8/27/2014	The actual notes from the collaborative planning team meeting will be used to document the work that was accomplished. Notes from teams that are making good progress will be provided to teams that are struggling with the task so that they may have a guiding document to model their work after.	5/20/2015 biweekly
G4.B1.S1.MA1	Administration will collect and review the collaborative planning notes from each meeting.	Wachter, Glenn	8/27/2014	The collaborative planning notes from each team of teachers will emphasize the work that they accomplished related to formulating a more comprehensive understanding of the new Florida Standards. The minutes will also show if the teachers discussed formative assessment data to monitor progress towards increased proficiency on the Biology EOC.	5/20/2015 biweekly
G5.MA1	Attendance rate, academic grades, discipline referrals, assessment results	Burns, Paul	9/2/2015	Monthly attendance report, weekly referral reports, drop out reports, quarterly progress reports	6/1/2016 monthly
G5.B1.S1.MA1	Minutes from CARE, SWST, Minutes from weekly administrative team meetings	Burns, Paul	8/18/2015	Monthly data analysis to determine effectiveness and need for action.	6/1/2016 monthly
G5.B1.S1.MA1	Weekly Meetings: SWST, CARE, Notes from administrative team meetings	Burns, Paul	8/1/2015	Minutes from all meetings.	6/1/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the year 2016, there will be a minimum of a two percentage point increase for all 10th grade students who take the grade 10 FSA reading test. Our SY 2015 level of proficiency was 70%.

G1.B1 Subgroups of students who have not achieved proficiency,

G1.B1.S3 We will use sub-group data to help increase proficiency

PD Opportunity 1

Teachers will attend PD on accountable talk. This PD will help teachers reach DOK levels 3 and 4 to uncover thinking in content.

Facilitator

Paul Burns and ILT team

Participants

English teachers

Schedule

G3. By the end of the school year 2016, there will be a minimum of a four percentage point increase for all students taking the Algebra I EOC test. Our SY 2015 level of proficiency was 66%. This goal was chosen since it is a graduation requirement.

G3.B1 The adoption of a new textbook series along with new standards and end of course assessment has caused the need for teachers to become familiar with new instructional materials while still learning the new Florida Standards and FSA for Algebra 1.

G3.B1.S1 Teachers will meet during common collaborative planning time to examine Florida Standards, test item specs, and new instructional materials to create lessons and assessments that model the new Alg 1 FSA

PD Opportunity 1

Professional Development on Big Ideas Textbook series

Facilitator

Jane Brand, Erin Cox

Participants

Alg 1 teachers

Schedule

On 10/6/2015

PD Opportunity 2

Professional Development on Big Ideas textbook series

Facilitator

Jane Brand, Erin Cox

Participants

Alg 1 teachers

Schedule

On 8/19/2015

G4. BIOLOGY GOAL By the year 2016, there will be a minimum of a two percentage point increase for students taking the Biology EOC. Our SY level of proficiency was 76%

G4.B1 Teachers continue to learn the new Florida Standards

G4.B1.S1 Teams of teachers, working together during their collaborative planning time, will continue to understand the standards and the level of rigor required for the standards.

PD Opportunity 1

Science teachers will also attend professional development on accountable talk to deepen student's thinking.

Facilitator

Paul Burns and Instructional Leadership team members

Participants

All RHS staff. However, there will be break-out sessions for science teachers.

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B1.S3.A1	We will receive data on our subgroups.	\$0.00
2	G1.B1.S3.A2	Admin team will review data and share data with English and Reading teachers.	\$0.00
3	G1.B1.S3.A3	Department chair and administrator will work with 10th grade PLC teachers to strengthen collaboration.	\$0.00
4	G1.B1.S3.A4	Teachers will attend PD on accountable talk. This PD will help teachers reach DOK levels 3 and 4 to uncover thinking in content.	\$0.00
5	G2.B1.S1.A1	Monitor the structure of a solid, high-performing PLC.	\$0.00
6	G3.B1.S1.A1	Teachers will meet collaboratively once per week to examine Alg 1 Florida Standards, test item specs, and new textbook materials to create lesson plans and assessments	\$0.00
7	G3.B1.S1.A2	Professional Development on Big Ideas Textbook series	\$0.00
8	G3.B1.S1.A3	Professional Development on Big Ideas textbook series	\$0.00
9	G4.B1.S1.A1	Teams of teachers, grouped by science content, will meet on a bi-weekly basis during their common planning time to learn complete the entire PLC cycle including: planning together, developing, scoring and discussing the formative assessments written by the Biology teachers.	\$0.00
10	G4.B1.S1.A2	Science teachers will also attend professional development on accountable talk to deepen student's thinking.	\$0.00
11	G5.B1.S1.A1	Thorough Data Review of Each Student: Student Data	\$0.00
Total:			\$0.00