

The School District of Lee County

Riverdale High School

A word cloud graphic featuring the central theme 'School Improvement' in large, bold, yellow letters. Surrounding it are numerous related terms in various sizes and colors (blue, yellow, orange). The most prominent words include 'students', 'instruction', 'collaborative', 'teaching', 'environment', 'family', 'strategic', 'needs', 'assessment', 'resources', 'ambitious', 'relationships', 'increased', 'achievement', 'and', 'public', 'and', 'mission', 'vision', 'vision', 'goals', 'career', 'college', 'and', 'planning', 'community', 'involvement', '8-Step', 'problem', 'solving', 'step', 'zero', 'supportive', 'effective', 'leadership', 'strategies', 'building', 'relationships', 'achievements', and 'public'. To the right of the word cloud is the Riverdale High School logo, which depicts a stylized sun rising over a path leading to a building, all within a circular emblem.

2015-16 School Improvement Plan

Riverdale High School

2600 BUCKINGHAM RD, Fort Myers, FL 33905

<http://rdh.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	40%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	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 is pending approval by the Lee County School Board.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	0

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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Riverdale High School will adapt to the changing face of the community while preparing to meet the needs of a global society.

Provide the school's vision statement

To be a world-class high school

School Environment

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

Riverdale High School will infuse the content required by Florida's state standards as applicable to appropriate grade levels, including but not limited to:

- Africans and African Americans history and contributions
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Riverdale High School provides positive behavior support strategies to increase students' ability to demonstrate acceptable behaviors, to include but not limited to:

- Demonstration of a united front by aligning the school vision statement with the school district vision statement.
- Consistency in practice and structure from classroom to classroom
- Faculty modeling of appropriate actions
- Enhanced communication with students further supported by social media outlets
- Building student self-discipline through the promotion of the school motto "Success is a Choice!"
- Night time security guard that is accessible to both students and staff

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

Riverdale High School will be transparent and proactive to minimizing distractions to keep students engaged during instructional time to include but not limited to:

- The use of the school district Castle and ParentLink software for monitoring, tracking and data analysis to identify problematic areas.
- Alternative to Suspension programs that reinforce positive behavior expectations
- Parent communications that curb negative behaviors
- The use of the student handbook that outlines clear behavioral expectations for both students and staff.

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

Riverdale High School ensures the social-emotional needs of all students are being met within school programs/departments, but are not limited to:

- Student safety departments like Student Services office and the School Resource Officer (SRO)
- Counseling services for both academic needs and social needs by School Counselors
- Student programs and clubs both academic and athletic that encourage feelings of being treated well, a sense of belonging and accepted by peers and adults in the school.
- Social-emotional learning outlets for students by offering a variety of clubs and organizations that encompass student interests, and to allow for students to share and express similarities freely and safely.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

N/A

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

Riverdale High School has a variety of parental opportunities for participation. Our goals are to improve parent participation in the variety of organizations and knowledge of how the school provides the best possible academic environment possible. Our Goals for the following groups is either to increase participation in the element of the organization and or use of the variety of school communication processes.

Increase participation in our School Advisory Council through parent /student participation and increase the number of under represented ethnicities and sub-group populations.

Increase the number of individuals by 2% in the following groups/organizations:

Riverdale Raiders Football Boosters

Riverdale Raiders Wrestling Boosters

Riverdale High School Band Boosters

Increase the number of subscribers and to the following:

Riverdale Reads Twitter Account

Riverdale Instagram Account

Riverdale Vine Account

Riverdale High School Website

Parent Link Contact and Announcement Systems

Each of the groups above perform a valuable service to the school through fund raising and active participation in the function of high school. The support provided increases the community involvement with Riverdale High School both current and former students and general community members who understand the committment the educators have for the students and community it serves. Throughout the year the school advisory committee meets to make decisions about what we are doing, where we are going, how we get there and what our expectations are of the teachers, students and the community. The meetings provide us with information about our community and how we may best serve the student body and enrich the community with both the academic skills needed and the participation of students in the variety of activities from athletic, dance, music, academic input, and etc.

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

Riverdale High School believes in sustaining strong relationships with the school community. The school community consists of all members who connect with providing students an opportunity to grow through teaching and learning. Riverdale provides students with 52 different clubs and sport activities to participate in after school. These activities serve as an ambassador to the school's motto of "Success is a Choice". Through the reach of student organizations the community is aware of the vision of RHS and constantly has opportunities to become involved in the teaching and learning process. Riverdale communicates its daily success though print, digital, and audio media. Parents are aware and participate in Booster Club meetings, School Advisory Council meetings, fundraising opportunities, and competition events. Based on our high attendance and input from community members at Riverdale, we feel that that we are choosing success for the Raider community.

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
Demming, Gerald	Principal
Stanford, Laura	Assistant Principal
Roszell, John	Assistant Principal
Budmayr, Traci	Guidance Counselor
Allen, Tony	Assistant Principal
Ribinski, Ginger	Other
Sheridan, Kelli	Instructional Coach
Ring, April	Instructional Coach
Moreland, Barara	Instructional Coach
Starr, Joan	Instructional Coach
Roszell, Sally	Instructional Coach
Roszell, Tom	Other
Johnson, Jill	Assistant Principal

Duties

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

Teachers • Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, FCAT, End of Course Exams, CCE, ACT, SAT and any other standardized test scores, work samples, anecdotal • Attend MTSS Team meetings to collaborate on & monitor students who are struggling • Implement interventions designed by MTSS Team for students in Tier 2 & 3 • Deliver instructional interventions with fidelity

Reading Coach • Attend MTSS Team meetings • Train teachers in interventions, progress monitoring, differentiated instruction • Implement Tier 2 & 3 interventions • Keep progress monitoring notes & anecdotes of interventions implemented • Administer screenings • Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist • Attend MTSS Team meetings for some Tier 2 & Tier 3 students • Completes Communication Skills screening for students unsuccessful with Tier 2 interventions • Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact • Incorporate RtI/MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal • Facilitate implementation of MTSS in your building • Provide or coordinate valuable and continuous professional development • Attend MTSS Team meetings to be active in the MTSS change process • Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist • Often MTSS Team facilitators • Schedule and attend MTSS Team meetings • Maintain log of all students involved in the MTSS process • Send parent invites • Complete necessary MTSS forms • Conduct social-developmental history interviews when requested

School Psychologist • Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3 • Monitor data collection process for fidelity • Review & interpret progress monitoring data • Collaborate with MTSS Team on effective instruction & specific interventions • Incorporate RtI/MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teachers/Staffing Specialist • Consult with MTSS Team regarding Tier 3 interventions • Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD) • Consult with MTSS Team • Provide staff trainings

Social Worker • Attend MTSS Team meetings when requested • Conduct social-developmental

history interviews and share with MTSS Team

ESOL/ELL Representative • Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork • Conduct language screening and assessments

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

The MTSS Leadership team at Riverdale High School meets on a quarterly and as-needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are listed in section I. D. 2 of this document.

Riverdale High School has limited discretionary funding from Grants. SAI Funding to lower class size for the purpose of remediation. SAC Funds will be used for after-school tutoring which will be blended with available School Advisory Council funds.

Title II Funds along with School Advisory Council Funds will be used to provide training for teachers who need training for:

- Instructional Delivery
- Instructional Improvement
- Advanced Placement Course Training
- International Baccalaurete Training.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ken Shoriak	Parent
Stephanie Martin	Parent
Ginger Ribinski	Teacher
Debbie Mcewen	Parent
Gerald Demming	Principal
Lucy Strathman	Parent
Erin Nelson	Parent
Lynn Bristol	Parent
Melissa Bednar	Parent
Connie Genewino	Parent
Elizabeth Blackwell	Parent
Denise Purcell	Parent
Sara Feliciano	Parent
John Roszell	Education Support Employee
	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

The school advisory council was provided data and the outcomes of the following areas:
Reading, Algebra, Geometry, Biology and U.S. History Percent of students Scoring Level 3 or above
Reading Percent of students making academic gains
Reading percent of LPQ (L25%) making academic gains
Writing students who are meeting the required standards for writing by percent.
Scores for assessments were reviewed along with graduation numbers for the 2014 school year.
Programs which included: training for teachers/instructional personnel, Parent Involvement in school programs and or activities, numbers of students who received the benefit of after-school tutoring.
Number of student volunteer hours accrued.
Review of the school year's highlights.
Challenges for our school to address based upon the outcomes of student assessments, participation, behavior concerns, and community-wide social issues.

Development of this school improvement plan

The Riverdale High School School Improvement Council provides leadership through review and revisions to the plan for the purposes to include parent insight and involvement. The plan is presented and reviewed approval and or revised for approval during the month of September. The community is asked for input throughout the year through the use of Focus Groups and surveys.
In the spring of 2014, a larger community meeting was held to discuss the district strategic plan and input was given by the community through a stakeholder survey that also assisted the school leadership to develop specific elements to either add to or hold on to for the current school improvement plan. With the input of more than 100 community members, the plan reflects the concerns and solutions to current, and possibly future, issues. Students, parents, community and educators face opportunities while serving the needs of students at Riverdale High School.

Preparation of the school's annual budget and plan

Administration and staff reviewed the outcomes from state assessment and student accomplishments. Through the review information was discussed with administration and teachers at Riverdale High School. Through a collaborative process the leadership team reviewed those elements that provided the best outcomes for both individual students and the school as a whole. The School Advisory Council was presented with the findings and recommendations from the instructional and administrative leadership teams. The plan was presented in the September 8th, 2015 School Advisory Council Meeting and accepted fully by the council in that meeting.

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

We have recommended the use of Funds to include but not be limited to additional counseling hours for our high school counselors during the summer. This will provide students and parents with the needed academic counseling for the purpose of Virtual School learning options, Dual Enrollment and other academic issues that require additional one to one counseling with the student's goals of graduation and post high school employment or education. \$5000.
After-school tutoring for students two days each week. September 2013- April 2014. Two teachers and one media clerk will be working with students during a two-hour session after school on Tuesdays and Thursdays. The estimated cost will be \$10,000. Any additional financial needs will be provided through other school discretionary funds.

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

RHS communicates SAC meetings through the school newsletter, school website, Social Media(Twitter, Instagram, etc.),after-school announcements, athletic event announcements and Parent-link. To comply with the needed involvement of minority and student representation we will make targeted calls and visits. Through our focused outreach we hope to encourage and involve more stakeholders who are of the minority and student category sub-group.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Demming, Gerald	Principal
Stanford, Laura	Assistant Principal
Roszell, John	Assistant Principal
Roszell, Sally	Instructional Coach
Budmayr, Traci	Guidance Counselor
Moreland, Barara	Administrative Support
Ring, April	Administrative Support
Sheridan, Kelli	Administrative Support
Starr, Joan	Administrative Support
Johnson, Jill	Assistant Principal
Allen, Tony	Assistant Principal
Ribinski, Ginger	Other

Duties

Describe how the LLT promotes literacy within the school

1. Ensuring teachers review and evaluate data for the purpose of planning and implementing system goals and or objectives.
2. The use and implementation of instructional methods that engage students during the 84-minute block of instruction.
3. Assistance for all teachers through TIF teachers providing the needed support for academic instruction in the focus on student achievement and student support.
4. Actively involve Professional Learning Community processes while working within the organizational processes.
5. Support the needs of students and opportunities to connect ideas and actions to improvement in learning and processing the actions of teachers and students.
6. Insure the positive relationships between all members of the learning community of Riverdale High School.

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

- a. Weekly meetings with departmental and cross-curricular Professional Learning Communities (PLCs)
- b. Master Schedule which supports a collegial working environment through common planning periods
- c. Collaborative input in school-wide use of common English Language Arts (ELA) standards
- d. Implementation of common learning language through Thinking Maps and Kagan strategies
- e. Development of common assessments to determine mastery of common ELA standards and content area standards
- f. Co-teaching environments with Teacher's Incentive Fund (TIF) Teacher Leaders to support new teachers
- g. Frequent mentor/mentee meetings and collaborative planning sessions for our first-year (APPLES) teachers

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

The school district and school uses the process of online advertising, which is available world-wide, accessing instructional staff also through recruitment with the Great Florida Teach-In and university invitation. The school has a great reputation and as possible we also hire teachers from our local student-teachers who have successfully completed the requirements for certification and are recommended by the instructional personnel.

As part of the retention process, teachers and families are invited to become part of the district in a variety of ways. This include physical fitness, wellness opportunitis and a sick leave bank for the purposes of extended illness that employees and or families may face. Riverdale High School extends itself to not only the school employees but also to the community which provides a support to families which in turn provides an true culture of family first and that the school is part of the family.

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

Research indicates a School-Based Induction Program is important and has a positive impact on all aspects of a school. New teachers indicate that the strongest determining factor for staying in the profession is the support and sense of community they experience at their school. Beginning teachers are part of the county-wide program referred to as Accomplished Professional Practices in Lee County Schools (A.P.P.L.E.S.). Teachers are selected to mentor on the basis of the following processes:

1. Clinical Education Training
2. Years of experience
3. Degree of experience
4. Principal recommendation.

The following should be included in your School-Based Induction Program:

School Handbook and Student Code of Conduct

School tour to meet key personnel

School Culture/Demographics

Resources

Behavior/Classroom Management Process

School Handbook

Vision

Organizational Profile

Acronyms

Special Programs

Curriculum

Student

Technology

FOCUS

Progress Reports

District Websites

Assessments – Teacher
Summative Observations
Formative Observations
Performance Appraisal
Assessments – Student
District
School
Teacher
Support
Team Meetings
Grade Level Meetings
Department Meetings
Teacher Leader

Providing new teachers with the new teacher program of Accomplished Professional Practices for Lee County Schools (A.P.P.L.E.S.) has provided a structure that includes the general categories listed above. We meet quarterly on a one-to-one basis and quarterly as a group to share concerns, solutions, and explicit understanding of the teacher's responsibilities.

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

The school and the district utilizes both the Florida State Standards described in the academic plans for each of the core courses and also implements practices found on the C-Palms website. Teachers are assigned to departmental and cross-curricular professional learning communities in order to support differentiated instruction. Teachers plan together and discuss implementation of the curriculum and fidelity of common checkpoints for data collection.

Professional development is provided to support all teachers across all curricula.

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

Teachers review student achievement data to drive instruction and provide individualized learning opportunities for all students. Differentiation of instruction is supported through the scheduling of cross-curricular professional learning communities and common planning periods. Student achievement levels are used for appropriate placement in core curricular classes which drives the work in professional learning communities, common lesson planning and assessments.

Teachers received professional development in research-based teaching practices including Kagan, engagement strategies, data-driven instruction and differentiated instruction.

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: After School Program

Minutes added to school year: 21,600

From September through May students are offered tutoring after-school two days each week. Tutoring in mathematics and reading are provided by qualified teachers who provide support for students in areas of concern based upon either the State Standardized testing data Reading Assessment and or the End of Course Examination. The support also provides assistance with homework in the subjects of reading and or mathematics.

Strategy Rationale

Students are provided additional assistance in order to thoroughly understand concepts presented in class, receive individual and/or one on one instruction and support for learning challenges.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stanford, Laura , laurarst@leeschools.net

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

Results from instruction are measured and analyzed in a variety of ways:

1. Common Checkpoint data review
2. Number of students participating in each of the areas (reading and mathematics).
3. Item analysis for individual teachers along with the groupings with include all sub-group populations.
4. Standardized Reading Retakes and and EOC Retake data is analyzed for gains and /or losses. Item analysis to determine what issues may be more challenging. Student learning improvement and belief in themselves indicate an exceptional improvement in student success.

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

Each year, Riverdale High School provides a freshman open house that provides tours and an orientation for both students and parents. A welcome folder is provided on the first day of school to outline policies and opportunities for school involvement. Upperclassmen are available as a resource to answer questions and provide support. A guidance counselor is assigned to every student, helping with the transition from middle school as well as for exiting seniors who are entering higher education and/or the workforce.

Throughout the year, student progress is charted and document for both parents and teachers in order to ensure that the student's needs are being met. As each year progresses student data is reviewed and information is used to best meet the needs of the student in order to ensure graduation with the cohort group.

During both the senior and junior year student records are reviewed for graduation requirements including, GPA number of credits towards graduation earned and required assessments. Students who are in

jeopardy of not graduating are supported by administration to develop a success plan. Scholarship opportunities and career support is available with our Assessment, Scholarship & Career Specialist.

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

Riverdale High School regularly hosts on-campus college visits, collaborative events with Johnson & Wales, community-supported literacy events, military-sponsored presentations, real-world guest speakers, and many club-sponsored events geared toward business and community partnerships.

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

Classes that include CTE training provide the student and teacher opportunities to explore the current and future occupations that will be possible. These courses develop expertise in Microsoft applications, Adobe, Photoshop, Dreamweaver, and 3D Max. We also provide industry certifications in culinary arts and agrisciences.

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

To support students in their goals of attaining industry certifications and career and technical education goals, Riverdale High School offers a variety of state-approved courses. These include, Introduction to Technology, Web Design, Culinary Arts, Agriscience, Turf Management, and Digital Design.

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

According to the High School Feedback Report for 2013, Riverdale exceeds the state and local averages for Florida Academic Scholars by 100%. Comparatively, we have an opportunity for growth for the Florida Gold Seal Vocational recipients. We are currently working to improve our participation in AP, IB, and dual enrollment courses through the implementation of on-site DE. In addition, the percent of 2013 Riverdale graduates with a standard high school diploma who took the SAT / ACT / PERT, entered a public college or university in Florida in the year following graduation, and scored at or above college-level cut scores, exceeds both state and local averages in all three categories. Riverdale High School staffs an Assessment, Scholarship & Career Specialist who is responsible for supporting students as they work toward goals at the postsecondary level. We also offer a variety of college-preparatory courses and encourage participation in post-secondary readiness examinations.

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.

N/A

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.

N/A

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.** 100% of the core subject area teachers will track standards and progress monitoring through the CASTLE Standards Tracker during FY16 as documented by Professional Learning Community minutes.
- G2.** Teacher engagement will increase at least 0.2 in the Q12 area of "in the last 7 days, I have received recognition or praise for doing good work" as measured by the FY16 Gallup Teacher Engagement Survey.
- G3.** Riverdale High School will increase student proficiency on the FSA ELA Assessment from a 2014-2015 score of 50 to 52 by May 2016.

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. 100% of the core subject area teachers will track standards and progress monitoring through the CASTLE Standards Tracker during FY16 as documented by Professional Learning Community minutes.

1a

G074090

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	95.0

Resources Available to Support the Goal 2

- CASTLE
- Computers
- Trainers
- District support
- Assessment calendar
- Academic plans
-

Targeted Barriers to Achieving the Goal 3

- Teacher professional development

Plan to Monitor Progress Toward G1. 8

Lesson plans, classroom walk-through data, PLC meeting minutes

Person Responsible

Laura Stanford

Schedule

Weekly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Lesson plans, classroom walk-through data, PLC meeting minutes

G2. Teacher engagement will increase at least 0.2 in the Q12 area of "in the last 7 days, I have received recognition or praise for doing good work" as measured by the FY16 Gallup Teacher Engagement Survey.

1a

G074091

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	3.34

Resources Available to Support the Goal 2

- Administration
- Parentlink
- APPLES Program
- Professional Learning Communities (PLC)
- SharePoint site
- Community

Targeted Barriers to Achieving the Goal 3

- Climate/Paradigm Shift

Plan to Monitor Progress Toward G2. 8

Review the results of the 2015-2016 Gallup Teacher Engagement Survey

Person Responsible

Jill Johnson

Schedule

On 6/10/2016

Evidence of Completion

G3. Riverdale High School will increase student proficiency on the FSA ELA Assessment from a 2014-2015 score of 50 to 52 by May 2016. 1a

G074092

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	52.0

Resources Available to Support the Goal 2

- Teacher Incentive Fund (TIF) Teacher Leaders
- Performance Matters Software
- School-Wide Curriculum Plan

Targeted Barriers to Achieving the Goal 3

- Proper Use and Analysis of Student Data

Plan to Monitor Progress Toward G3. 8

Teacher-created standards-based assessment data

Person Responsible

Tony Allen

Schedule

Monthly, from 10/1/2015 to 5/30/2016

Evidence of Completion

Teacher-created standards-based assessment data

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. 100% of the core subject area teachers will track standards and progress monitoring through the CASTLE Standards Tracker during FY16 as documented by Professional Learning Community minutes. **1**

 G074090

G1.B1 Teacher professional development **2**

 B193434

G1.B1.S1 Local training sessions for CASTLE Standards Tracker **4**

 S204992

Strategy Rationale

This provides support to teachers who do not feel comfortable utilizing the CASTLE Standards Tracker

Action Step 1 **5**

We will schedule professional development training sessions.

Person Responsible

John Roszell

Schedule

Monthly, from 9/9/2015 to 6/10/2016

Evidence of Completion

In-service records report

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrative attendance at professional development trainings

Person Responsible

Ginger Ribinski

Schedule

Monthly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Training documents and handouts, sign-in records, data aligned with standards

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will review PLC documents for evidence of standards-based planning and assessments.

Person Responsible

Gerald Demming

Schedule

Weekly, from 9/9/2015 to 6/10/2016

Evidence of Completion

PLC meeting minutes, common assessments, lesson plans, and walk-through data

G2. Teacher engagement will increase at least 0.2 in the Q12 area of "in the last 7 days, I have received recognition or praise for doing good work" as measured by the FY16 Gallup Teacher Engagement Survey. 1

G074091

G2.B3 Climate/Paradigm Shift 2

B193440

G2.B3.S1 Administrators will create a positive environment for staff members by modeling verbal and nonverbal praise towards all employees in the building. 4

S204997

Strategy Rationale

Modeling desired behavior will create an environment that leads to a culture shift.

Action Step 1 5

Informal recognition

Person Responsible

Gerald Demming

Schedule

Daily, from 9/10/2015 to 6/10/2016

Evidence of Completion

Action Step 2 5

Raider Recognition Pins

Person Responsible

Laura Stanford

Schedule

Monthly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Administrative log of Raider Recognition Pin recipients

Action Step 3 5

Teacher of the Month

Person Responsible

Gerald Demming

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Secretary to the Principal's log of recipients

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrative log

Person Responsible

Tony Allen

Schedule

Monthly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Administrative log

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Weekly Administrative Professional Learning Community

Person Responsible

Gerald Demming

Schedule

Weekly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Administrative notes and meeting minutes

G3. Riverdale High School will increase student proficiency on the FSA ELA Assessment from a 2014-2015 score of 50 to 52 by May 2016. 1

G074092

G3.B2 Proper Use and Analysis of Student Data 2

B193443

G3.B2.S1 Professional development to support the learning of necessary software (Performance Matters) 4

S204998

Strategy Rationale

This data analysis software is a key resource in analyzing student achievement progress. Without this resource, the school improvement goal would be more difficult to achieve.

Action Step 1 5

Schedule professional development trainings for all teachers

Person Responsible

Jill Johnson

Schedule

Quarterly, from 10/1/2015 to 5/30/2016

Evidence of Completion

PLC follow-up, lesson plans, classroom walk-through data, in-service records

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Lesson plans, in-service records, classroom walkthroughs

Person Responsible

John Roszell

Schedule

Quarterly, from 10/1/2015 to 5/30/2016

Evidence of Completion

Lesson plans, in-service records, classroom walk-through data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administration will observe and check progress in the school-wide curriculum plan

Person Responsible

Laura Stanford

Schedule

Monthly, from 10/1/2015 to 5/30/2016

Evidence of Completion

Lesson plans, classroom walk-through data, in-service records

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.S1.A1	We will schedule professional development training sessions.	Roszell, John	9/9/2015	In-service records report	6/10/2016 monthly
G2.B3.S1.A1	Informal recognition	Demming, Gerald	9/10/2015		6/10/2016 daily
G3.B2.S1.A1	Schedule professional development trainings for all teachers	Johnson, Jill	10/1/2015	PLC follow-up, lesson plans, classroom walk-through data, in-service records	5/30/2016 quarterly
G2.B3.S1.A2	Raider Recognition Pins	Stanford, Laura	9/10/2015	Administrative log of Raider Recognition Pin recipients	6/10/2016 monthly
G2.B3.S1.A3	Teacher of the Month	Demming, Gerald	8/17/2015	Secretary to the Principal's log of recipients	6/1/2016 monthly
G1.MA1	Lesson plans, classroom walk-through data, PLC meeting minutes	Stanford, Laura	9/9/2015	Lesson plans, classroom walk-through data, PLC meeting minutes	6/10/2016 weekly
G1.B1.S1.MA1	Administration will review PLC documents for evidence of standards-based planning and assessments.	Demming, Gerald	9/9/2015	PLC meeting minutes, common assessments, lesson plans, and walk-through data	6/10/2016 weekly
G1.B1.S1.MA1	Administrative attendance at professional development trainings	Ribinski, Ginger	9/9/2015	Training documents and handouts, sign-in records, data aligned with standards	6/10/2016 monthly
G2.MA1	Review the results of the 2015-2016 Gallup Teacher Engagement Survey	Johnson, Jill	9/9/2015		6/10/2016 one-time
G2.B3.S1.MA1	Weekly Administrative Professional Learning Community	Demming, Gerald	9/9/2015	Administrative notes and meeting minutes	6/10/2016 weekly
G2.B3.S1.MA1	Administrative log	Allen, Tony	9/9/2015	Administrative log	6/10/2016 monthly
G3.MA1	Teacher-created standards-based assessment data	Allen, Tony	10/1/2015	Teacher-created standards-based assessment data	5/30/2016 monthly
G3.B2.S1.MA1	Administration will observe and check progress in the school-wide curriculum plan	Stanford, Laura	10/1/2015	Lesson plans, classroom walk-through data, in-service records	5/30/2016 monthly
G3.B2.S1.MA1	Lesson plans, in-service records, classroom walkthroughs	Roszell, John	10/1/2015	Lesson plans, in-service records, classroom walk-through data	5/30/2016 quarterly

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. 100% of the core subject area teachers will track standards and progress monitoring through the CASTLE Standards Tracker during FY16 as documented by Professional Learning Community minutes.

G1.B1 Teacher professional development

G1.B1.S1 Local training sessions for CASTLE Standards Tracker

PD Opportunity 1

We will schedule professional development training sessions.

Facilitator

John Roszell

Participants

Teachers

Schedule

Monthly, from 9/9/2015 to 6/10/2016

G3. Riverdale High School will increase student proficiency on the FSA ELA Assessment from a 2014-2015 score of 50 to 52 by May 2016.

G3.B2 Proper Use and Analysis of Student Data

G3.B2.S1 Professional development to support the learning of necessary software (Performance Matters)

PD Opportunity 1

Schedule professional development trainings for all teachers

Facilitator

Joan Starr and Jason Gant

Participants

All educators

Schedule

Quarterly, from 10/1/2015 to 5/30/2016

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.S1.A1	We will schedule professional development training sessions.				\$0.00
2	G2.B3.S1.A1	Informal recognition				\$0.00
3	G2.B3.S1.A2	Raider Recognition Pins				\$120.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	9800	120-Classroom Teachers	0591 - Riverdale High School	General Fund		\$120.00
4	G2.B3.S1.A3	Teacher of the Month				\$0.00
5	G3.B2.S1.A1	Schedule professional development trainings for all teachers				\$0.00
					Total:	\$120.00