

The School District of Lee County

Riverdale High School



2016-17 Schoolwide Improvement Plan

Riverdale High School

2600 BUCKINGHAM RD, Fort Myers, FL 33905

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	B

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Riverdale High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

To be a world-class high school

2. School Environment

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

The foundations for relationship building begin each year during the academic pre-week with teacher leaders dis-aggregating student data within small instructional groups in order to evaluate the strengths and weaknesses of the student body, collectively establishing proven strategies to individualize benchmark presentation curtailed towards student needs. As the year progresses, staff obtains critical knowledge and insight into the lives of their pupils by maintaining lines of communication with parents regarding their child's behavior, academic progress, testing performances, etc. In addition, relationships are built through social involvement by way of various school activities, community service, open house nights, and SAC.

b. 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 be limited to:

- Giving students support and opportunities for school/community involvement.
- Faculty modeling of appropriate behaviors.
- Staff recognition and rewards for demonstrations of positive accomplishments.
- Enhanced communication with students further supported by social media outlets.
- The ambiance of a secure campus is established by teachers and administrators conspicuously patrolling hallways, doorways, cafeteria, bus ramp, etc. throughout the duration of the school day.

c. 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.

The Riverdale High School instructional staff incorporates the practice of posting rules and expectations in each classroom. The county's code of conduct handbook is thoroughly addressed with all students on the first day of the school year, promptly establishing behavioral guidelines among the students. Penalties causing disruptions in the academic routine have clearly defined penalties, enforced strictly through the philosophy of restorative justice techniques by the administration.

d. 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 uses the following avenues as a means to ensuring that the social-emotional needs of all students are being met:

- Counseling services are provided for both academic and social support.
- The School Resource Officer (SRO) is on campus during school hours as both a safety factor and as a liaison with county law enforcement to file reports of harassment, abuse, bullying, etc.
- The faculty and staff align their professional practices with the school's mission statement to promote a culture that is safe, as well as conducive to learning.
- Teachers complete a variety of safety training courses annually to identify potential campus hazards as mandated by the Occupational Safety and Health Administration (OSHA).
- All educational employees are trained to report any incidents that may potentially jeopardize the overall safety or wellbeing of a student (abuse, drug use, negligence, etc.) to social services.
- Social-emotional learning outlets are available for all students in the forms of clubs, organizations, sports, and opportunities for community involvement.

3. Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

N/A

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Riverdale High School provides numerous opportunities and utilizes a variety of tools to increase parental involvement. Our goal is to provide an open line of communication between the school and home to ensure parents have the information needed to help their students succeed academically and to feel safe in expressing their concerns with the faculty and staff at Riverdale High School.

School Advisory Council (SAC)

IB Parent Group

Athletic Boosters

Wrestling Boosters

Band Boosters

Twitter Account - @RiverdaleReads

Riverdale High School Website

Parent Link Contact and Announcement Systems

Parent Conferences with Counselor and/or Intervention Specialist

Teacher Contacts

Parent Meetings – Seniors, Scholarships, Sport Teams, etc.

2. 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's community. The school's community consists of all members who connect with providing students an opportunity to grow through teaching and learning. The community provides opportunities for students to participate in real world learning activities, as well as providing additional funds to enhance student opportunities.

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 through 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.

STEM at Work

Career Experience

Volunteer and Service Learning Opportunities

Provide Kid Camps – Cheerleading, Wrestling, etc.

Band – Middle School Night

Business Page Ads in Yearbook, Banners, Football programs

Local Business Sponsorships for Breakfast and Lunch For Faculty and Staff Events

Opportunities For Participation in School Events - Literacy Festival, Football Games

Club Sponsorships - Key Club - Rotary

Business Donations to support Academic Programs - Suncoast; Literacy Festival

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Demming, Gerald	Other
Roszell, John	Assistant Principal
Budmayr, Traci	School Counselor
Allen, Tony	Assistant Principal
Roszell, Sally	Instructional Coach
Johnson, Jill	Assistant Principal
Langley, Elaine	Teacher, K-12
Albanese, Heather	Teacher, K-12
Cintron, Judith	Teacher, K-12
Gonzalez, Misti	Instructional Coach
Hester, Anne	Teacher, K-12
Junkin, Samatha	Teacher, K-12
Lillard, Louis	Teacher, K-12
Manetta, Heather	Teacher, K-12
Selders, Lindsey	Teacher, K-12
Cook, Scott	Principal

b. Duties

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

Teachers who identify an at-risk student will notify our MTSS Coordinator, and a Comprehensive Review Form will be completed. A parent teacher MTSS meeting will be scheduled in order to complete a Student Improvement Plan (SIP). The SIP is initiated and teachers will collect appropriate data based on the SIP goals. The teachers will be responsible for accurate records, their attendance at the MTSS Team meeting, and the implementation of interventions with fidelity.

Guidance Counselors will attend and schedule MTSS meetings that involve the students who are assigned to them. When needed, guidance counselors will do one of the two required student observations.

An Intervention Specialist is the coordinator of the MTSS process and will facilitate the meetings. The Intervention Specialist will maintain the MTSS forms, coordinate the student observations, and ensure that graphs are made appropriately measuring data that match the MTSS Smart Goal. The data that may be monitored includes STAR Reading, STAR Math, and subject area common assessments on taught standards. At the meeting, the Intervention Specialist will complete the SIP review forms, offer teachers researched-based intervention strategies, and provide the necessary training so that teachers implement the strategies with fidelity.

The Speech-Language Pathologist will attend MTSS meetings for some Tier 2 and Tier 3 students

when requested. The Speech-Language Pathologist will suggest appropriate interventions when necessary.

A building administrator will attend MTSS meetings to ensure fidelity of the process, coordinate professional development, and conduct Classroom Walk-Throughs to ensure interventions are in place.

The School Psychologist will attend the MTSS team meetings on some students in Tier 2 and on all students in Tier 3. In addition, the School Psychologist will review the progress monitoring data, ensure fidelity to the program by ensuring researched-based interventions were followed, and that the graphs correlate with the SIP goals. When appropriate, the School Psychologist will make the recommendation for an ESE referral.

The ESE Teachers/Staffing Specialist will consult with the MTSS team regarding Tier 3 interventions and attend the ESE referral meetings to make eligibility decisions.

The Social Worker will attend MTSS meetings when requested and will conduct any social-developmental history interviews when needed.

An ESOL/ELL Representative will attend all MTSS meetings on any identified ELL students, complete the necessary LEP paperwork, and conduct all language screening and assessments needed for eligibility determination.

2. 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 team meets based on the determined dates in the Student Improvement Plan (SIP) and as-needed based on teacher recommendations and data analysis that has occurred in our weekly Professional Learning Communities (PLCs). The purpose of the meetings is to gather teacher input on identified students, discuss strategies that are working with the students, and develop appropriate interventions to meet the needs of the students. The meeting is facilitated by the school's intervention specialist. The purpose of the meetings are to develop appropriate interventions, monitor student data, and determine types of any additional supports that may be needed. The team uses the five step problem solving process and support from district MTSS process guidelines.

Depending on the needs of the child, appropriate personnel are invited to the meeting to assist in developing the appropriate plan. An example of the personnel include the school psychologist, social worker, school nurse, intervention specialist, instruction leaders, teacher leaders, dean of students, school resource officer, guidance counselor, and classroom teachers. The MTSS team follows the district guidelines as posted on the MTSS SharePoint site to ensure accuracy in the completion of appropriate paperwork.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Katy Dubrasky	Parent
Ginger Ribinski	Teacher
John Roszell	Education Support Employee
Renee Worthington	Parent
Michelle Stiger	Parent
Aasha Singh Gopie	Parent
Wendy Bibbey	Business/Community
Ester Tavaréz	Parent
Luke Eliser	Teacher
Pamela Adams	Business/Community
Elizabeth Smith	Education Support Employee
Luzbel Borges	Education Support Employee
Ignacio Villaverde	Parent
Cameron Alazne	Student
Carla Willoughby	Parent
Gladys Brito	Parent

b. Duties

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

a. 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 2015 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.

b. 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.

c. Preparation of the school's annual budget and plan

Administration presents the budget and several ideas for use of the budget that will improve student learning and outcomes. SAC then votes on a proposed use for the budget and accepts the use of the budget. Any additional budget concerns are brought up as need at each SAC meeting.

2. 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 2016- April 2017. 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.

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

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Demming, Gerald	Principal
Ring, April	Administrative Support
Sheridan, Kelli	Administrative Support
Starr, Joan	Administrative Support
Johnson, Jill	Assistant Principal
Hester, Anne	Teacher, K-12
Lillard, Louis	Teacher, K-12
Langley, Elaine	Teacher, K-12
Manetta, Heather	Teacher, K-12
Gonzalez, Misti	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Use FL ELA 9-10 Test Item Specifications to identify standards that will be assessed.

Create a document that groups similar standards, integrating relevant RH and RST standards where relevant.

Create a document that shows similar standards assessed on ELA District Checkpoint 1, grades 9-12.

Form a committee of representatives from each department; ask representatives to bring their own assessment requirements and/or academic plans to meeting; also ask representatives to review relevant prior student assessment data.

Meet quarterly to identify four priority standards for the upcoming quarter, using student data, department academic priorities, and the documents prepared by TL to guide the process.

Reach consensus regarding priority standards and the order in which they should be presented.

Prepare objectives worksheet for PLCs and provide resources on Sharepoint for implementation of objectives for a variety of content areas.

Create video demonstrations of teaching strategies for implementation of objectives in different content areas.

PLCs use objectives worksheets to compose a version of the objective that matches their content area and students' ability level.

Department PLCs develop common assessments of standards.

Teachers bring assessment data to cross-curricular PLCs to discuss the progress of common students and intervention strategies.

Committee members bring new assessment data to next curriculum plan committee meeting to inform plans for the next quarter's objectives

D. Public and Collaborative Teaching

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

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

At Riverdale high school there are weekly meetings of faculty, departments, and Professional Learning Communities (PLCs). At each of these meetings problems and ideas are discussed to come up with a common collaborative solutions. It is essential all faculty members feel confident and comfortable to share their ideas. Administration and teacher leaders stress the importance of working together as a team. During department and PLC meetings teachers work together to form common assessments along with reviewing data to determine the areas where students are struggling. Teachers work collaboratively together to determine methods and solutions to get all students to success.

2. 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 opportunities 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.

3. 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 current Clinical Education Training, their years of experience, their degree of experience, and principal recommendation. The mentor teachers are then paired with the new teachers based on common subjects, location proximity, and common interests.

During the first week of school, all teachers in the A.P.P.L.E.S. as well as new teachers to the building attend a welcoming orientation. At this orientation teachers receive the school handbook and the student code of conduct. In addition, an explanation of the school demographics and culture, school resources, common board configuration, classroom behavior and management processes, technology procedures, gradebook procedures, lesson plan requirements, and a school tour to meet key personnel. Subsequent A.P.P.L.E.S. meets focus on teacher assessments including summative and formative observations as well as administrative walk-thrus, ESOL/ELL requirements, ESE and 504 requirements, as well as PLC specific training.

The A.P.P.L.E.S. meetings occur monthly as a group; however, the A.P.P.L.E.S. teachers meet with their assigned mentor at least once a week on a one-to-one basis. At these meeting the A.P.P.L.E.S. teacher and mentor will discuss lesson plans as well as the new teacher's expectations and goals. In addition, the mentor will complete monthly observations following a pre-conference with the new teacher to focus on areas the new teacher wishes to excel or feels a challenge. Following the observation, the mentor teacher will meet again with the A.P.P.L.E.S. teacher to discuss successes and offer opportunities for success. All mentor teachers follow an open-door policy concerning the A.P.P.L.E.S. teacher and are available to discuss any concerns the new teacher may have. In addition, the mentor teachers are available to assist any new teacher in order to promote the supportive environment that Riverdale takes pride in having.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district-wide academic plans are all aligned to the Florida State Standards. Teachers use both the academic plans and the C-Palms website, which was created by the Florida Center for Research in Science, Technology, Engineering, and Mathematics (FCR-STEM) at Florida State University.

The C-Palms website includes teaching resources, professional development tutorials, and interactive planning tools such as iCPALMS.

iCPALMS is a web 2.0 platform with embedded web apps, services, content, and professional development that together help bridge standards, curriculum, instruction, and assessment through collaboration and customization by individual users.

Teachers also use textbooks that are aligned to the Florida Standards, such as the Collections series by Houghton Mifflin Harcourt for English Language Arts.

The Curriculum Committee meets quarterly to select Florida ELA Standards for reading, writing, speaking and listening that will be implemented school-wide for a two-week period. Teacher leaders provide resources and instructional support for the implementation of these objectives within content area classrooms.

b. Instructional Strategies

1. 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.

Star360 reports for both Math and English Language Arts (ELA) are accessed by teachers, Teacher Leaders, and administration for the purpose of identifying student academic needs and providing support for students and teachers.

Data from the previous year's Florida State Assessment (FSA) is used by the Curriculum Committee specifically to identify opportunities for school-wide support of standards on which each department will focus for a two-week period.

State of Florida end of course (EOC) data is accessed by teachers, Teacher Leaders, and Administration to identify areas of opportunity for both professional growth and responsive instructional support for students and teachers.

International Baccalaureate (IB) teachers use their respective subject area exam results to identify opportunities for growth within the course - to increase student success on the IB exams.

The IB Coordinator compiles trend data regarding the overall award of IB diplomas each academic year which is then disaggregated by subject and the respective paper(s) within. Teachers are supported through continuous professional development and training, content and instructional materials may also be provided in order to aid teachers in developing responsive instruction to student needs and previous student performance.

Teachers collaborate through their professional learning communities (PLC's) to develop common assessments and share assessment data in order to inform instruction and identify effective instructional strategies.

2. 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

The after school program is a free tutoring program offered on Tuesday and Thursday each week after school in the media center. The program begins in October and ends in May. Each week there is one English and one mathematics teacher to provide assistance in their subject area. The English will provide support for all reading and English courses, while the mathematics teacher will provide support for all mathematics courses.

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

Roszell, John, johncro@leeschools.net

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

Data will be collected from the STAR tests, Florida State Assessments (FSA) in English and Mathematics, and teacher surveys. The data will be analyzed to determine if the program has made an impact on the student attending. The STAR test(s) and FSA in English and Mathematics will be used to determine how much of learning gain being made for each student. The teacher surveys will determine if the student, attending the program, has been learning gains in their English and/or mathematics class.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 to support post high school educational goals. OJT and STEM to Work programs support students with real world experiences as they transition into post graduation employment.

b. College and Career Readiness

1. 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 a reality fair incorporating the local banks and businesses, hosts on-campus college visits, community-supported literacy events, military-sponsored presentation, mock job fairs, local business guest speakers, club-sponsored events geared towards business and community partnerships. We are included in the STEM at Work program that allows the students to visit and gain knowledge from local businesses.

STEM holds an annual event where students create a project relating to science, technology, engineering, or math. Local businesses attend the event to generate ideas and possible employment opportunities. Riverdale High School has one of the top placing Future Business Leaders of America programs in the state. The club offers students the chance to interact with local businesses and prepare themselves for career-readiness.

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

Multiple courses that include the incorporation of business strategies and needed certifications. Riverdale High School has multiple courses that strive for expertise in Microsoft Office, Adobe Dreamweaver, Adobe Flash, Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Adobe Inventor and Safeserve.

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

Riverdale High School offers a variety of state-approved courses. These include Digital Information Technology, Web Design, Game Design, Culinary Arts, Agriscience, Business Entrepreneurship, Digital Design, and Emerging Technology.

4. 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 High School Feedback Report of 2014, Riverdale High School surpassed the district and state averages for graduates completing a college prep curriculum. Riverdale High School surpassed the state level of student's eligible for Florida Bright Futures Academic Scholarships by 64%. We have room for growth in reaching the state level of student's eligible for the Gold Seal Scholarships. Riverdale High School staffs an Assessment, Scholarship & Career Specialist who is responsible for supporting students as they work towards goals at the postsecondary level. We also offer a variety of college-predatory courses and encourage participation in post-secondary readiness examinations.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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

B. 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

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Riverdale High School will increase its teacher retention rate from 90% in the 2015-2016 school year to 92% during the 2016-2017 school year.
- G2.** Riverdale High School will increase the lowest 25% learning gains on the FSA ELA Assessment from a 2015-2016 score of 38% to 41% by May 2017.

Strategic Goals Detail

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

G1. Riverdale High School will increase its teacher retention rate from 90% in the 2015-2016 school year to 92% during the 2016-2017 school year. 1a

G082933

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	92.0

Targeted Barriers to Achieving the Goal 3

- Lesson planning and pacing

Resources Available to Help Reduce or Eliminate the Barriers 2

- APPLES program
- TIF teachers
- District support
- Assessment calendar
- Academic plans
- Mentor
- Department Chair
- Common planning time

Plan to Monitor Progress Toward G1. 8

Lesson planning pacing and assessment

Person Responsible

Scott Cook

Schedule

Semiannually, from 12/7/2016 to 5/10/2017

Evidence of Completion

common assessment data, state assessment data, walk through data

G2. Riverdale High School will increase the lowest 25% learning gains on the FSA ELA Assessment from a 2015-2016 score of 38% to 41% by May 2017. 1a

G082934

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0

Targeted Barriers to Achieving the Goal 3

- Proper Use and Analysis of Student Data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Incentive Fund (TIF) Teacher Leaders
- Performance Matters Software
- School-Wide Curriculum Plan
- STAR data and Compass learning
- Common planning
- Goal setting with students

Plan to Monitor Progress Toward G2. 8

District assessment data and school generated common assessment data

Person Responsible

Scott Cook

Schedule

Semiannually, from 12/7/2016 to 5/10/2017

Evidence of Completion

Teacher-created standards-based assessment data, district assessment data, state assessment data, walk through 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. Riverdale High School will increase its teacher retention rate from 90% in the 2015-2016 school year to 92% during the 2016-2017 school year. **1**

 G082933

G1.B6 Lesson planning and pacing **2**

 B219880

G1.B6.S1 Tif teachers and mentors will meet during common planning to support pacing and lesson planning within departments **4**

 S232141

Strategy Rationale

With support from TIF and mentors to guide lesson planning and pacing, teachers will deliver lessons in alignment with academic plans and the department

Action Step 1 **5**

Common planning with TIF and mentor teachers

Person Responsible

Jill Johnson

Schedule

Biweekly, from 9/1/2016 to 5/4/2017

Evidence of Completion

lesson plans, TIF logs, walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

TIF working with departments for planning and alignment

Person Responsible

Jill Johnson

Schedule

Monthly, from 9/1/2016 to 5/4/2017

Evidence of Completion

lesson plans, common assessments, TIF logs

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

TIF planning with departments

Person Responsible

Scott Cook

Schedule

Quarterly, from 9/1/2016 to 5/4/2017

Evidence of Completion

TIF logs, lesson plans, common assessments, walk through data

G2. Riverdale High School will increase the lowest 25% learning gains on the FSA ELA Assessment from a 2015-2016 score of 38% to 41% by May 2017. 1

G082934

G2.B1 Proper Use and Analysis of Student Data 2

B219882

G2.B1.S1 PLC time to review data and drive instruction 4

S232142

Strategy Rationale

This data analysis will spark conversations about what to target for reteaching and create common plans and assessments to increase student achievement

Action Step 1 5

PLC time to review data

Person Responsible

Jill Johnson

Schedule

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

Evidence of Completion

PLC follow-up, lesson plans, common assessment data reviews, in-service record, PLC minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor PLC meetings

Person Responsible

Jill Johnson

Schedule

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

Evidence of Completion

Lesson plans, common assessment data, PLC minutes, Inservice records for attendance

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

Administration will observe PLC meetings and review data

Person Responsible

Scott Cook









Schedule

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

Evidence of Completion

lesson plans, common assessment data, PLC minutes, Inservice records

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.MA1  M300540	Administration will observe PLC meetings and review data	Cook, Scott	10/1/2015	lesson plans, common assessment data, PLC minutes, Inservice records	5/30/2016 biweekly
G2.B1.S1.MA1  M300541	Monitor PLC meetings	Johnson, Jill	10/1/2015	Lesson plans, common assessment data, PLC minutes, Inservice records for attendance	5/30/2016 biweekly
G2.B1.S1.A1  A296983	PLC time to review data	Johnson, Jill	10/1/2015	PLC follow-up, lesson plans, common assessment data reviews, in-service record, PLC minutes	5/30/2016 biweekly
G1.B6.S1.MA1  M300537	TIF planning with departments	Cook, Scott	9/1/2016	TIF logs, lesson plans, common assessments, walk through data	5/4/2017 quarterly
G1.B6.S1.MA1  M300538	TIF working with departments for planning and alignment	Johnson, Jill	9/1/2016	lesson plans, common assessments, TIF logs	5/4/2017 monthly
G1.B6.S1.A1  A296982	Common planning with TIF and mentor teachers	Johnson, Jill	9/1/2016	lesson plans, TIF logs, walkthroughs	5/4/2017 biweekly
G1.MA1  M300539	Lesson planning pacing and assessment	Cook, Scott	12/7/2016	common assessment data, state assessment data, walk through data	5/10/2017 semiannually
G2.MA1  M300542	District assessment data and school generated common assessment data	Cook, Scott	12/7/2016	Teacher-created standards-based assessment data, district assessment data, state assessment data, walk through data	5/10/2017 semiannually

V. Professional Development Opportunities

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

G2. Riverdale High School will increase the lowest 25% learning gains on the FSA ELA Assessment from a 2015-2016 score of 38% to 41% by May 2017.

G2.B1 Proper Use and Analysis of Student Data

G2.B1.S1 PLC time to review data and drive instruction

PD Opportunity 1

PLC time to review data

Facilitator

Department heads and administration

Participants

All educators

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B6.S1.A1	Common planning with TIF and mentor teachers	\$0.00
2	G2.B1.S1.A1	PLC time to review data	\$0.00
Total:			\$0.00