

Sarasota County Schools

Riverview High School



2017-18 Schoolwide Improvement Plan

Riverview High School

1 RAM WAY, Sarasota, FL 34231

www.sarasotacountyschools.net/riverview

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p>	<p>2016-17 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">41%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">35%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Sarasota County School Board on 11/10/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Riverview High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Riverview High School will engage, educate and encourage students to be responsible, life-long learners who are career and college ready.

2. School Environment

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

Riverview High School is a large comprehensive high school that strives to create a welcoming community. During the spring of the students' 8th grade year, Riverview hosts a Student-Parent Information Night (SPIN). This evening gives students and parents an opportunity to visit the school, ask questions, and meet staff. School clubs, organizations, and athletics are represented with information on how incoming 9th graders can become involved as they enter high school. At the beginning of the year, Riverview hosts orientations for all students. This gives the students a chance to learn about our school's culture, expectations, and procedures. The school building is also open the weekend before the first day of school to allow incoming freshmen and new students to 'walk' their schedules and orient themselves to the campus before arriving the first day. Riverview encourages teachers to connect with their students and help them develop an atmosphere in the classroom that fosters mutual respect, hard work and a love for learning. Riverview challenges teachers to focus on the affective curriculum as well as the academic curriculum. This year, the teachers have begun work based on Dr. John Hattie's research, which identifies high-effect influences, including building relationships between teachers and students. The school will focus on implementing a Positive Behavior Intervention System (PBIS) to promote a positive climate and relationships between staff and students. In addition, Riverview has a large pre-International Baccalaureate (IB) program for incoming freshman interested in being a part of the IB program. This structure allows for a smooth transition from middle school to high school and provides the incoming students with a consistent support network of teachers and staff. Riverview is also proud of its student mentoring programs. Our various mentoring programs help strengthen the relationship between teacher and student and Riverview is expanding its mentoring resources with beginning a partnership with Big Brothers/Big Sisters this year. Riverview also offers a Papillion Club and Connections Club, which are geared towards upperclassmen mentoring incoming freshmen or new students to Riverview. These relationships are the cornerstone of a successful high school experience. In addition, Riverview enters its second year of offering a Freshman Transition class. This course is designed to support freshmen students as they transition to high school, as well as building skills that assist students in identifying their talents and interests to become college/career ready before graduation

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

Riverview High School creates a learning environment in which students feel safe and respected at all times by providing active supervision, a network of support staff members, carefully structured routines, and by fostering relationships between staff and students. Campus security is provided before, during and after school. Beginning last year, Riverview hired additional staff to supervise the campus until 6:00 pm to ensure students are being adequately supervised. In addition to the regularly scheduled school day, supervision is provided at all school activities. This year, Riverview will provide assemblies for its freshmen to allow students to be introduced to key personnel, such as, their administrator, school counselor, SROs, and behavior specialists. This allows students to become familiar with the resources available if they need assistance during the year. Riverview offers continuity in service by assigning the same administrator and school counselor to each student for four years, which allows for the creation of strong and lasting relationships between staff, students, and parents. Riverview High School also has 2 School Resource Officers (SRO) and 4 Campus Security Monitors that assist with the supervision of students. The school's SROs work closely with administration to ensure students and faculty are safe and safety procedures are in place in case of a crisis. In addition, this year Riverview has a new position of Assistant Principal over Administration. One of the key responsibilities of this position is to evaluate and oversee the safety and security of the campus. In addition, as Riverview begins its work based on Dr. John Hattie's research, students will be provided the opportunity for input on identifying areas of strength and areas for growth as we work to build a community where students feel valued and respected as part of the learning process. This will be accomplished through surveys, student focus groups, and interviews.

Riverview High School is developing and implementing PBIS in order to help create an environment of respect and collaboration between the key personnel already indicated as well as teachers. The environment created within this system should allow for open dialogue and discussions with all key stakeholders to refine the culture and tradition of excellence in place at Riverview High School. Riverview High School is developing and implementing PBIS in order to help create an environment of respect and collaboration between the key personnel already indicated as well as teachers. Administration will hold parent/teacher conferences with traditionally underserved students, particularly our African-American and Hispanic students in the community where they live. Data shows that Riverview's black graduation rate is 66%, Hispanic is 76%. Riverview will meet individually with students and develop graduation plans to increase the graduation rates of these populations to obtain our overall goal of 90%.

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.

Riverview High School has begun using Restorative Strategies as an aid to helping with culture, climate and discipline. These restorative practices will help students to understand how their behaviors and distractions affect others in our learning communities. Counselors and administrators have begun having restorative conferences as they work with students. In addition, restorative type consequences are being considered versus traditional punitive consequences. Our goal at Riverview is to encourage accountability that emphasizes empathy and repair of harm. Riverview's philosophy of school behavior is that good behavior in schools first starts with a student-centered engaging curriculum. When students are actively engaged in class, teachers have fewer discipline problems. Thanks to a focus on Restorative Strategies, our longitudinal data shows a decrease in the number of discipline incidents at Riverview. The longitudinal data also shows a decline in days of Out-of-School Suspension, creating more time on task for our students and diminishing the number of hours that students are removed from the learning environment. Student time on task in the academic environment has also increased and the entire campus is safe and secure. A collaborative planning model is also used to monitor the School-Wide Support Team process. Campus aides are utilized to remove disruptive students from class to ensure minimal disruptions to classroom instruction.

Behavioral expectations are outlined during Student Orientations, posted on our website, shared with students through our morning news, and available through the Sarasota County Student Parent Handbook. We are in the process of creating and implementing a PBIS program to establish clear guidelines that impact schoolwide expectations and recognize positive behaviors as well as address areas of concern. This year, Riverview has the addition of the Assistant Principal for Administration (APA) to oversee implementation of PBIS as well as monitoring behavioral, discipline, and security patterns on campus. In addition, our support personnel, including Campus Monitors, attend training at the district level about appropriate ways to work with students and de-escalate problems. Data from our office discipline referrals is also disseminated to staff to help us focus on behaviors prior to them becoming systemic. The following steps have been implemented to reduce distractions and discipline incidents on campus:

- specially designed hall passes based on hallway and building for identification of students
- afternoon detention each day for students who are tardy or minor behavioral incidents
- Saturday School as an alternative to suspension to maximize time in class while addressing behavioral/attendance concerns
- Discipline matrix used among administrators to ensure consistency in determining consequences
- APA will work with district GAP committee to develop PBIS system at school level

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.

Riverview High School is deeply concerned about the social and emotional well-being of our students. We employ six guidance counselors who work with students at a 400 to 1 ratio. Students work with the same counselor from their freshman year through graduation. Counselors may assist students and their families with emotional, social, or academic needs by working with students/parents one on one, in small groups, classroom visitations, yearly scheduling and grad checks, or through parent/teacher conferences. Upon review of our counselor's current responsibilities compared to the state's standards for school counseling, counselors will develop plans that are aligned to these new standards. Riverview has two full time behavior specialists, two full time School Resource Officers, two nurses as well as one full time social worker; this staff is on campus full time each day to assist students. Behavior specialists work with students and families to ensure students are successful at school behaviorally by monitoring and supporting students who exhibit behavioral issues in classes. In addition, behavior specialists manage caseloads of students with Behavior Intervention Plans to assist teachers, students and parents with the implementation and review of the plans. Riverview also houses a program for north county high school students who have been identified with emotional/behavioral disorders who need additional support services. The behavior specialists, as well as additional staff, work to provide a system of support for these students and their families. These staff members maintain high visibility and are always willing to assist students in need. In addition, Riverview has a Teen-Parent Program, which is supported by a social worker, nurse, registrar, and program director as well as multiple resources in the community. The new social worker will expand responsibilities beyond the Teen Parent Program to assist with small-group counseling to support and address the social-emotional needs of students in our EBD program. Students who are identified as needing additional support for social, emotional, behavioral, or academic reasons may be brought up to our School-Wide Support Team, which is a team of professionals who work together to identify causes as well as solutions to difficulties students are facing that may be impeding them from being successful at school. Beyond the on-campus support staff, Riverview maintains strong ties with several community organizations who can connect students and families with resources, counseling, or other services as needed. Riverview is fortunate to have the Riverview Foundation which supports students in need by providing a food pantry, clothes closet, and funds that support our students' academic and social needs on campus. All school administrators maintain an open-door policy, and students know that they can come to any staff member with any issue and we will find them the help that they need. Riverview will be implementing a pull-out model beginning the 2nd semester of the 2017-18 school year.

to address the social-emotional needs of our students. Topics will include:

- feeling connected at school
- social media
- dealing with conflict

This is a new model to build equity; in the past IB students were involved in pullouts monthly so this is a way to offer our whole student population the opportunities to engage in sessions/topics that are relevant to their social/emotional needs.

Riverview has an administrator designated to organize and oversee mentoring programs in the school. Below is a list of mentoring opportunities at Riverview:

Big Brothers & Big Sisters Mentoring program - want to have 100+ mentors with individual students by end of year

Beyond School Walls - have 20 students mentored by CAE cooperation. Students transported to CAE site 1 time a month

CROP- College Reach Out Program: Meets 1st Thursday of the month. Focuses on college visits , guest speakers , SAT/ACT prep offered. Mr. Wheeler heads this program.

Girls Inc.- Mentoring students from Ms. McNulty's class and offers presentations regarding careers.

Faces of Accomplishment / Kathy Chamberlain (Old YMCA group)- has 15- 20 mentors - luncheon set for Friday 9/29 as kickoff.

YMCA Achievers- meets the first Tuesday of every month during 7th pd in the conference room in the 5-207 office area; Daisy Saunders leads the meetings. The students commit to a certain amount of service hours per month. They look at scholarship opportunities and go on college campus visits. Students also receive a free Y membership by participating. It is open to all students but focuses primarily on minority, 1st generation college students.

Unidos Now - Latino Group meets 1 time a week after school. Leadership skills and Career focus, mentors students and provides support for all parents and students on scholarships, college/career readiness and financial aid.

Army / Navy- Representatives from the U.S. Army and U.S Navy come in 1 time a week and are paired up with students submitted by E. Sandberg and Ruby Perez-Vila.

Connection Club Mentors - Meets with students during lunch. We have around 10 students.

Papillion Club- Second and third Thursday of the month; Mrs. DeMarco's room/5-213- Girls only

Cornerstone- Tuesdays at 7:00am; Room 1-119 Bell and Carrier- Boys only

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The district provides administrators and teachers with access to an Early Warning Report, which includes 9-13 at risk indicators depending on grade level. These indicators include: Demographic

Risk, Achievement Level, Learning Gains, and Meeting Expectations in Reading and Math, Attendance, Discipline, GPA, At Risk Graduation for Reading and Math, Retention.

Attendance: The Assistant Principal of Administration (APA) monitors attendance and provides attendance reports to all counselors, assistant principals, and the School Wide Support team. Counselors and assistant principals meet with students in their alphabet to address attendance concerns. Student with chronic absenteeism are referred to School-Wide Support Team (SWST). The plan is:

- 1) Teacher addresses attendance concerns at classroom level followed up with parent contact
- 2) If unsuccessful, teacher refers student to counselor
- 3) Administrator runs weekly reports to identify chronic attendance issues and shares with admin team and guidance
- 4) Administrators and counselors review reports and develop individualized supports to address attendance concerns based on unique needs/circumstances of students
- 5) If unsuccessful, students are referred to SWST where a variety of interventions may include: home visit by truancy/social worker, identifying barriers causing student absenteeism, referral to CARE for attendance, case-staffing, parent conference, attendance contracts, loss of privileges.

Discipline: The APA monitors discipline for the school and identifies areas of concern. In addition, Behavior Specialists work with students who have been identified as needing additional support behaviorally. Students demonstrating a pattern for behavior issues are referred to their administrator, where parent contact is made to notify the parents of the concern. When needed, parent-teacher conferences are held to discuss the concerns and to seek a solution to the issue. Students may be referred to SWST for chronic behavior issues. The plan is:

- 1) Teacher addresses behavior issue at classroom level followed up with parent contact
- 2) If unsuccessful, teacher refers student to counselor
- 3) If unsuccessful, teacher writes referral, listing interventions attempted prior to writing referral
- 4) Administrator or behavior specialist addresses pattern of behavior issues through a variety of interventions, including: referral to SWST, contact home, parent/teacher conference, referral for mentoring, detention, In School Restriction, Saturday School, Restorative Practices, referral to Teen Court, loss of privileges, behavior contract, safety plan.

Course Failure: Counselors monitor student grades and GPA to identify students in need of additional support. Students may be placed in Apex courses for course recovery when necessary. Additional math tutoring is provided twice a week after school for students enrolled in state End of Course math classes. The plan is:

- 1) Teacher addresses, implements interventions at classroom level with parent contact
- 2) If unsuccessful, teacher contact counselor regarding academic concern
- 3) Counselor reviews overall performance and placement of students and identifies strategies to assist student
- 4) If unsuccessful, a parent/teacher conference is held to review/discuss academic concerns and options
- 5) Administrators run quarterly report to identify students with D's or F's on report cards to longitudinally track data
- 6) Riverview will also spend this year developing a set of strategies to support students identified as struggling academically.

Level 1 on State Testing: Students who score a level 1 or 2 on the Florida State Assessment (FSA) for Reading are placed in an Intensive Language Arts class for additional support. Incoming 9th graders who scored a Level 1 on the Math FSA are placed in a year-long Alg 1A course with an ESE

certified teacher to provide additional support. Students who fail the Alg 1 FSA (level 1 or 2) are placed in an Liberal Arts Math course for their 10th grade year or an Intensive Math class during their 11th and 12th grade years. Additionally, Pert and ACT/SAT bootcamps are offered during the year for level 1 and 2 students to assist in meeting the graduation requirement for reading and Alg 1 through alternative ways.

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	122	157	161	136	576
One or more suspensions	0	0	0	0	0	0	0	0	0	0	108	119	63	26	316
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	32	41	40	4	117
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	95	82	2	0	179
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	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												63	66	21	11	161

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

Riverview High School monitors attendance by weekly data collection. We have a referral system in place for staff to identify students with attendance issues that involves guidance, the attendance clerk, administration, social worker, truancy officer, school psychologist and parents.

In regards to discipline, Riverview High School follows progressive discipline procedures. Administration works with parents, students, school counselors, and teachers to ensure that all early interventions (e.g. conferences, detention, Saturday School) take place before a suspension occurs. When possible, RHS also uses restorative practices in lieu of suspension. Counselors and Assistant Principals meet with families and students to implement attendance and behavior contracts. Listed above in section 3(a), we have listed steps used in identifying and supporting students included in the early warning system.

Students that fail an English or a mathematics class have the opportunity to retake the class in our Performance Based Diploma program. This program allows students to work at an accelerated pace and complete multiple credits in a given year.

Riverview funds an at-risk coordinator position to provide additional support for students who are identified as at-risk. This position provides support for our Performance Based Diploma program as

well as monitoring and providing interventions for students on our Project 10 report.

Level 1 and 2 Algebra 1 EOC students are placed in a Liberal Arts Math course during their 10th grade year as an intervention before taking Geometry and before retaking the Alg 1 EOC. Students who continue to fail the Alg 1 EOC are placed in an Intensive Math class during their 11th & 12th grade years until the EOC is passed. Students participate in PERT bootcamps during their 11th & 12th grade years to prepare to take the PERT as an alternative assessment to the Alg 1 EOC.

Level 1 and 2 FSA Reading students are placed in an Intensive Language Arts course up to a full year until the student receives a passing grade on the Reading FSA. Students participate in SAT bootcamps during their senior year to prepare to take the SAT as an alternative assessment to the FSA Reading.

Lowest Quartile: A report is run by Research, Assessment, and Evaluation (RAE) at the beginning of the school year to identify lowest quartile students in reading and math. The plan is:

- 1) Teachers receive names of students identified in lowest quartile
- 2) Progress for students is monitored through common assessments to determine if students are on track through benchmark testing and USA Test Prep
- 3) Based on data, teachers develop interventions within the classroom to address students identified as not making progress on standards.
- 4) If classrooms interventions are unsuccessful, teachers contact counselors, who initiate interventions, such as, conferences, schedule changes, review of academic history, referral to mentor/tutor, referral to SWST.

Students who continue to exhibit struggles with the early warning indicators are brought to our School Wide Support Team (SWST), which meets weekly. The team consists of the school's administration, counselors, ESE liaisons, behavior specialists, truancy worker, psychologist, social worker, and at-risk coordinator. The team reviews data and interventions attempted prior to referral to SWST and develops a plan to address the concerns.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Riverview parent involvement is very strong with tremendous support. Families are invited to a Student/Parent Information Night (SPIN) during the spring of 8th grade to learn about opportunities for students at Riverview. In addition, all parents and students are expected to attend an orientation at the beginning of the school year to review information regarding Riverview High School. Students receive their schedules and families are invited walk the campus to familiarize themselves with classroom locations before the first day of school. Riverview also offers tours to interested families

the first Monday of each month. An open house is held during the first month of school for parents to meet their students' teachers. There are many active parent support groups including the IB Parent Organization, School Advisory Council (SAC), RHS Foundation, and numerous booster clubs (music, athletics, JROTC) Our student performance data highlights the positive impact that our parent and community relationships have on our school. Riverview's programs and special efforts to engage families are related to strong and consistent improvement in academics. Assistant principals also invite families in as needed to meet with them regarding their student's academic and behavioral progress. Riverview hosts various opportunities for families and community members to be involved in our school. These include: ESOL events led by the RHS ESOL liaison. This provides ESOL parents the opportunity to learn more about the school and meet with their student's teachers to discuss their child's academic and social progress. Last year, RHS also hosted its first Accelerated Coursework Night, to share advanced pathways in which students can challenge themselves. Riverview also submitted an application to the IB Organization to expand equity within its IB program. Riverview also offers students the opportunity to participate in internships within the community, establishing partnerships with businesses outside of our school.

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.

Riverview High School has a long standing tradition of working coherently with the local community at large. We have added to the traditional relationships with businesses, retirees, and private consultants by increasing internships and adjunct teacher appointments. School governance is enhanced not only by community representation on SAC but by leadership positions in the IB Parent Organization and the Riverview Kiltie Band Association. We have fostered comprehensive outreach to our entire community by expanding our information systems beyond our monthly newsletter by including all facets of social media including contemporary websites. The Cysis Teen Parent has unique community support including weekly volunteers, business partnerships and grant funding through Children's First and Head Start. Also, Riverview's "Stars to Starfish" Program is an authorized Exploration via EdExplore partnerships. Riverview is fortunate to receive support from its own Riverview Foundation. This organization is hosting a '60 for 60' event this year to raise funds to support needs of students within the school. Riverview has also teamed up with a local restaurant owned by Riverview and Sarasota High graduates to compete for funds based on visits within the restaurant group of Gecko's. Money will be used to support academic and PBIS interventions at the school.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Dorn, Brian	Assistant Principal
Gilliland, Mark	Assistant Principal
Wilks, Kathy	Assistant Principal
Burns, Paul	Principal
Tanaka, Danielle	Assistant Principal
Little, Keith	Assistant Principal
Gardner, Cher	Assistant Principal

b. Duties

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

This year, Sarasota County Schools restructured the administrative leadership teams at each high school. The team now consists of a Principal, Assistant Principal for Curriculum, Assistant Principal for Administration, and Tier 1 Assistant Principals. Below are the roles and responsibilities of each:

Paul Burns- Principal: Provides instructional leadership to school. Also oversees budget, hiring, day to day operations of building, implementation of the mission and vision of the school, community partnerships, parent organizations, School Advisory Counsel, Supervision and evaluation of World Language dept., and professional learning for school staff.

Kathy Wilks- Assistant Principal for Curriculum: Provides support in the areas of Curriculum, professional learning, observation and coaching of EOC course teachers, master scheduling, testing, academic appeals. supervision and evaluation of the Math and Guidance depts. Ms. Wilks also serves as acting principal when Dr. Burns is away from the school building.

Brian Dorn- Assistant Principal for Administration: Provides support in the areas of facilities, parking, athletics, discipline appeals, Positive Behavior Support (PBS), supervision and evaluation of the PE/ Health dept.

Keith Little- Assistant Principal: Provides support in the areas of International Baccalaureate, Advanced placement, Career-Technical Education (CTE) programs, supervision and evaluation of the Science and CTE depts, student/family caseload for alphabet A-C and IB program students.

Cher Gardner- Assistant Principal: Provides support in the areas of English/Language Arts, Teen-parent program, Freshman Transition, supervision and evaluation of English and Reading depts, student/family caseload for alphabet D-K.

Danielle Tanaka- Assistant Principal: Provides support in the areas of Exceptional Student Education (ESE), School-Wide Support Team (SWST), Project 10 data, supervision and evaluation of Social Studies and ESE depts, student/family caseload of alphabet L-Q.

Mark Gilliland- Assistant Principal: Provides support in the areas of technology, media center and textbooks, mentoring programs, transportation, supervision and evaluation of Performing/Fine Arts depts, student/family caseload for alphabet R-Z.

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.

Riverview High School meets with its administrative team along with teacher leadership to review data and determine school goals and priorities for the school year. This past year we met with department chairs and established a philosophy for master scheduling centered around the changing needs of our students. Decisions on hiring and use of school personnel are based on this philosophy. In order to support our incoming freshmen, Riverview has designated teaching units to offer a freshman transition course in addition to Digital Information Technology (DIT). These courses offer freshmen the opportunity for a smooth transition into high school as well as meeting their online and performing/fine arts graduation requirement through DIT, which is an entry level course for several of our CTE pathways.

Riverview is fortunate to have the Riverview Foundation, which supports needs of our students beyond what the school budget can support. The Riverview Foundation provides funds to support weekly tutoring for math, tutoring for ACT/SAT prep, a food pantry, a clothes closet, individual needs of families. The principal is the primary source of contact for identifying areas of need to the Foundation. In addition, Riverview coordinates with outside agencies for mentoring on campus. This is provided through the Boys and Girls Club, Y-Achievers, and CROP. Riverview also provides student to student mentoring through our Papillion Club and Connections Club.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Paul Burns	Principal
Maggie Jones	Teacher
Helen Magill	Business/Community
Suzanne Johnson	Teacher
Lisa Russo	Parent
Kim Bree-Underdahl	Parent
Tim Beattie	Parent
Dalton Beattie	Student
Ryan Hicks	Student
Molly Housh	Education Support Employee
Aundruanna Twigg	Student
Avery Underdahl	Student
Kaia Cheney	Student
Leila Mingoia	Student
Vanessa Tase Sueiro	Student
Patricia Altomare	Teacher
David Verdoni	Teacher
Paul O'Brien	Business/Community
Walter Carr	Business/Community
Susan Hicks	Parent
Leonela Tase	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

year performance data. and provide us feedback on our academic and operational priorities. Per Florida law, they approve our A + money. The Chair and Co-Chair also now ask for updates during each meeting. The new Chair and Co-Chair want to review data on attendance, discipline and academic performance data. The minutes for SAC are evidence that they are more focused on data and school performance this year than in the past.

b. Development of this school improvement plan

The development of the School Improvement Plan (SIP) begins with review of relevant data from the prior school year. Based on this data, goals and strategies are established in the areas of attendance, behavior, and academics. Each department works with administration to develop these goals and strategies. Once the School Improvement Plan is developed, it is reviewed by school faculty as well as our School Advisory Council (SAC), which ultimately approves the plan. Also, as an administrative team, we review the SIP collaboratively. This allows our entire administrative team to truly "own" the SIP and the goals outlined in the SIP.

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

In the spring, when the preliminary budgets are distributed by the district, the School Leadership Team identifies staffing program needs for the upcoming school year based on the changing needs of our students. This information is presented to SAC and then submitted to the School Board for final approval.

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

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

Reading Boot Camps- \$2000

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.

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
Belli, Kimberly	Teacher, K-12
James, Nina	Teacher, K-12
Miles, Rebecca	Teacher, K-12
DeZutter, Carrie	Teacher, K-12
Ourednik, Frank	Teacher, K-12
Sturm, Dena	Teacher, PreK
Wilks, Kathy	Assistant Principal
Altomare, Patricia	Teacher, K-12
Henson-Dacey, Jackie	Teacher, K-12
Burns, Paul	Principal
Quinn, Becky	Teacher, K-12
Earl, Amy	Teacher, K-12
Eastman-Miller, Jennifer	Teacher, K-12
Hamblin, Karen	Teacher, K-12
Sanchez, Vanessa	Teacher, K-12
Miller, Gina	Teacher, K-12
Smith, Travis	Teacher, K-12
Jones, KC	Teacher, K-12
Verdoni, David	Teacher, K-12

b. Duties

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

Our instructional priorities are aligned with implementation of the Florida State Standards, District and Riverview initiatives, as well as review of our data and school needs. Our Instructional Leadership Team (ILT) collaborates on establishing a professional development calendar for the school year. The team has been heavily focused on Accountable Talk over the past couple of years and is integrating the research of John Hattie's Visible Learning into our professional development plan for this year. In order to develop a thorough and comprehensive plan, the ILT reviews survey feedback and data from the staff about the professional development offered. Professional development includes but are not limited to: Visible Learning (focused on Teacher Clarity- Learning Intentions, Success Criteria, and Learning Progressions), technology resources to support classroom learning, Design to Align for Mathematics, and ELA bootcamps focused on standards and test-item specs.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Riverview High School values collaborative planning and instruction; this year our theme continues to be Unity, Teamwork, and Support. Teachers meet weekly in a professional learning community (PLC) meeting. This year, our master schedule was built to provide common planning for the courses in ELA, EOC math courses, Biology, and US History. The goal of our collaborative planning meetings is to allow

teachers to review what they are teaching, plan common formative and summative assessments, discuss the results of these assessments (to monitor student learning), and finally discuss interventions for students and change instruction as needed. The teachers document their weekly collaboration on their lesson plans or a collaborative planning document. They submit the plans to their designated administrator.

In addition, Riverview offers professional development during planning pds once per month centered around school goals. The staff voted to require several of these professional development dates this year in exchange for a day off before the winter break. In addition, the school has a team of instructional leaders (Instructional Leadership Team) that helps develop and guide the professional development for the school. The departments chairs also meet monthly to discuss instructional initiatives. Department chairpersons, members of the Instructional Leadership Team and administrators meet with their respective departments to discuss instruction and learning and professional development. These meetings allow other teachers to give feedback as well. These meetings and the "feedback loop" allow the school to build positive relationships between faculty members. Riverview High School also has an extensive International Baccalaureate program. This program requires teachers to meet regularly as a professional learning community to discuss student achievement and curriculum mapping. Finally, Riverview has started promoting staff functions that encourage communication and relationship-building outside of the classroom by offering after school gatherings for teachers to connect and build community with each other. In addition, Riverview has established a staff award to recognize teachers who have done something at the school that goes above and beyond. Teachers also receive Monday notes that include celebrations related to our school. As teachers retire or resign, they are given the opportunity to complete an internal exit-survey to share areas of improvement in which the school can focus.

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

Riverview High School practices the philosophy of hiring personnel to meet the changing needs of our students. Over the past two years, Riverview has focused on increasing the number of teachers who are ESE certified along with their content area certification to provide additional support to some of our neediest students. Riverview conduct interviews with hiring committees made up of the supervising administrator in addition to at least 2 members of the content area's department. Once a candidate is hired, Riverview offers an induction program through our school district which provides a mentor at our school for each new teacher to the district. In addition, Riverview has a teacher assigned to provide technology support to new teachers. Administrators conduct multiple observations throughout the year, using the school district's evaluation tool and feedback is provided to new teachers in a timely manner, along with assistance that is identified in order to assist with professional growth. Administration participates in recruitment opportunities, such as, the Florida Teach-In, to identify the best candidates for positions. In addition, Riverview will be teaming with Broward College to recruit math and science candidates. Riverview is also partnering with Saint Louis University to identify candidates who are interested in relocating to Florida. Riverview's goal is to reduce the need for long-term subs by creating partnerships to identify and hire highly qualified teachers.

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

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

that involves the assistance of exemplary teachers and other appropriate individuals from a school, district, or institution of higher education and may include coaching, classroom observation, team teaching, and reduced teaching loads. Our lead mentor teacher spends time matching the new teacher and the mentor. Our goal is for the mentor teacher to assist the new teacher. When possible, a mentor teacher in the same content area is assigned to the new teacher.

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

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.

Sarasota County provides Instructional Focus Guides for core instructional programs. Weekly lesson plans are monitored and include specific learning targets, essential questions, standards and objectives and the appropriate level of Depth of Knowledge. This year, we are focusing on John Hattie's research with Visible Learning, beginning with Teacher Clarity, which includes clear learning intentions, success criteria, and learning progressions. In order to accomplish this level of clarity, teachers first need to have an understanding of their standards, including the DOK level, if it's a major, supporting, or additional standard, and question stems associated with the standard. This requires teachers to collaborate and study test-item specs for each standard for tested areas. Riverview will focus on providing teachers professional development for the tested areas to provide teachers the ability to review their data, spend time examining their standards and developing strategies for delivering instruction to impact student achievement. Teachers and administrators will participate in classroom visits to provide feedback based on lessons being aligned to state standards.

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.

Teachers have been trained on how to access and analyze the At Risk Report as well as ENRICH, which identifies students in each teacher's class who are at risk based on multiple indicators. Based on this information, teachers are able to make adjustments to lesson plans to meet the needs of their students. All teachers will attend training this year based on John Hattie's research with Visible Learning. Teachers will work specifically on Teacher Clarity by learning to write clear learning intentions, success criteria, and learning progressions. In addition, each content area with an End of Course exam will focus on understanding their standards and designing lessons that create opportunities for productive struggle and student-to-student discourse. Teachers will follow up with rounds to visit each other's classrooms to give feedback on implementation of professional learning. In addition, our reading department will collaborate to create common assessments to monitor student achievement and adjust instruction accordingly. The teachers will also continue to implement a research based program (Achieve 3000) to differentiate reading levels for students. This program allows students to access the content (taught in class) at their own individual reading level. This program also augments students' reading levels over time. Teachers will use data obtained from benchmark assessments, USA Test Prep, and classroom common assessments to adjust plans.

Based on identified needs, teacher will create interventions at the classroom level to assist students who are having difficulty attaining proficiency on standards assessed by the state.

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: Extended School Day

Minutes added to school year: 5,400

Thirty minutes of instructional time is added to each day.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Burns, Paul, paul.burns@sarasotacountyschools.net

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

Student achievement data, attendance and graduation data, formative data from classroom assessments, Project 10 data, School Grade Action Step data, Accelerated Coursework data

Strategy: Summer Program

Minutes added to school year: 420

Instructional Leadership Team will meet to evaluate effectiveness of professional development from prior school year as well as planning professional learning for the upcoming school year.

Strategy Rationale

As the team focuses on school improvement goals and data, effective professional learning is able to be planned that will impact student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Burns, Paul, paul.burns@sarasotacountyschools.net

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

Data from FSA and EOC results to determine impact on student achievement; survey feedback for effectiveness of professional learning

Strategy: After School Program

Minutes added to school year: 45

Tutoring for students (math tutoring)

Strategy Rationale

Assisting students who struggle in math will help increase proficiency on various math EOCs, SAT, ACT and help ensure students are college and career ready

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wilks, Kathy, kathy.wilks@sarasotacountyschools.net

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

Number of students attending tutoring; Determining if students who attend tutoring are the same students who are struggling in math classes; longitudinal data on various math EOCs, data from formative math classroom assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Transitions from middle school begin with guidance counselors visiting all feeder middle schools to provide 8th grade students with an overview of high school course selections and graduation requirements. In the spring, we invite the middle school students and parents to attend a SPIN event(Student and Parent Information Night) on our campus. This year, the district will host a fair to spotlight each high school before the window for school choice begins. Riverview will participate in this fair followed by SPIN nights. Prior to school starting, all students are required to attend a Student Orientation. In addition, Riverview High School is structured to provide continuity with the same guidance counselor and administrator throughout the four years. This allows for ongoing supportive relationships with students and families. Riverview also ensures that all incoming 9th graders belong to a group at the beginning of their high school career. Students participate in pre-IB, performing arts, CTE, ROTC, or a freshman transition course. This focus gives students a chance to "belong" to a group at Riverview. The teachers in these various areas work to support academic and behavioral needs of incoming freshmen. In addition, we have various clubs that students can join to assist them in transitioning to high school. Riverview features two clubs that are specifically designed to support underclassmen- the Papillon Club and Riverview Connections Club. Both of these clubs pair upperclassmen with incoming freshmen to assist in making the transition from middle school to high school smoother. Beginning this year, Riverview will implement student 'pullouts' to address issues/ topics that impact students at the high school level. These pullouts will support students both academically and socially.

To support students who are transitioning out of Riverview High School, all students meet with their guidance counselor to discuss the student's post secondary plans. Riverview also budgets the

position of a College and Career counselor who works with students during their 4 years of high school to identify areas of interest, register for SAT/ACT/ASVAB, attend sessions on college and career, locate scholarship opportunities and complete FAFSA information to assist as they transition from high school to post-secondary opportunities. This counselor along with the other counselors assists the students with post secondary aspirations including transitioning to the work force, military or higher education. Military recruiters and colleges/universities regularly visit Riverview and its student body to inform students of post-secondary options. We also host College Nights and a Financial Aid information night.

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.

Students begin their academic and career planning in middle school. School counselors also provide additional support to students once they begin at Riverview. Each student meets several times annually with his/her counselor to review individually courses of study and are continually modified based on needs, interest and career goals. Additionally, the College Reach Out Program (CROP), Y-Achievers, and Unidos Now assist students in preparing for college through college visits and the application and interview processes. Furthermore, the International Baccalaureate provides a college specialist to assist and guide students individually. The school has an Executive Internship Program that supports students' understanding of college and career readiness. Students use this opportunity to deepen their understanding of the content they are learning in the classroom. Moreover, Riverview has an On the Job Training (OJT) program which also increases students' awareness of college and career readiness. These programs are aligned to the objectives outlined in our Career and Technical Education curricula. Riverview has been fortunate to partner with a group of engineers in the community who mentor students in our engineering classes through the ACE Engineering Program, which provides engineering students experience with working with a group of engineers on a year-long project. Riverview also participates in State of Jobs, Manufacturing Day, Innovation Station with the University of Florida, Engineering Day. IB students also develop service learning projects, which allows the students to build relationships in the community. In addition, Riverview has started offering a Career Day through our freshman transition course. Businesses are invited to participate and share information on their business along with information on what they seek in an employee so students have information on employment opportunities in the community. Riverview has also started monitoring and increasing its number of students in advanced courses. A committee was established last year to identify strategies and opportunities for students to participate in advanced coursework.

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

Riverview High School offers extensive Career and Technical Education (CTE) courses or programs as well as co-enrollment programs with Suncoast Technical College. Connections between the relevance of a subject and a student's future is integrated into all instructional programs. Academic courses are linked to applied and integrated courses focused on career options for students. The school's Career Technical Education courses, Executive Internships, and Suncoast Technical College directly connect high school subjects to post secondary options. In addition, academic sequences connect to two and four year college programs. All Executive Interns earn their Florida Ready to Work credential(s). Moreover, CTE students have the opportunity to earn Industry Certification(s) in their related field of study. Career pathways include:

Early Childhood, International Business, Engineering, Digital Media, and Computer Programming. All pathways offer the ability for students to earn certifications in multiple courses.

In addition, Riverview is in its 3rd year of offering the IB Career-Related Program (IBCP), which allows students to participate in a CTE pathway while completing rigorous academic IB courses. This year, ROTC and Computer Programming have been added to IBCP.

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

Riverview High School offers multiple opportunities for students to participate in CTE coursework with academic courses. The IB Career-Related Program requires students to focus on a CTE pathway while completing a minimum of 2 IB Diploma courses. Students are required to complete service learning and a Reflective Project based on the career area of interest. In addition, Riverview offers the opportunity for students interested in Marine Science or Astronomy to expand their knowledge and expertise by participating in the Stars to Starfish Internship program. These students lead groups of elementary students on field trips through the school's planetarium and aquadome to educate them in the areas of astronomy and marine science. Additionally, Riverview offers the opportunity for students to participate in an Executive Internship program, where they are able to spend a portion of each day in an internship based on a career interest. The Executive Internship currently has approximately 50 students participating this year.

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.

The High School Feedback Report outlines data for the school; the most recent data available in the report is from 2015. We use this data and present it to the following groups to entire school faculty, Instructional Leadership Team; Parent Organization, School Advisory Council, and Department Chairs. Based on these presentations, each group is responsible for providing feedback to identify priority needs for improvement and make improvement strategies. The administrative team is responsible for the final analysis of the reports from each of the groups above. The team can then finalize the recommendations for continuous improvement and monitor the progress throughout the year.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** FSA READING PROFICIENCY GOAL By the year 2018, there will be a minimum of a four percentage point increase for students demonstrating proficiency on the FSA Reading assessment. This includes 9th and 10th grade students who take the FSA reading test. Our SY 2017 level of proficiency was 66%.
- G2.** By the year 2018, there will be a minimum of a four percentage point increase for all students demonstrating an annual learning gain on the FSA Reading assessment. Additionally, by the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile on the FSA Reading assessment. For the SY 2017, 52% of students demonstrated a learning gain; 38% of students in the lowest quartile demonstrated a learning gain.
- G3.** MATH EOC PROFICIENCY GOAL: By the year 2018, there will be a minimum of a two percentage point increase for students demonstrating proficiency on the Alg1 or Geometry EOC assessment. For the SY 2017, 79% of students demonstrated proficiency on an EOC assessment.
- G4.** MATH EOC LG GOAL: By the year 2018, there will be a minimum of a four percent increase for all students demonstrating a learning gain on an End of Course (EOC) assessment in Alg 1 or Geometry. Additionally, by the year 2018, there will be a minimum of a four percent increase in learning gains for students in the lowest quartile on the Alg 1 or Geometry EOC assessment. For SY 2018, 61% of students demonstrated a learning gain; 60% of students in the lowest quartile demonstrated a learning gain.
- G5.** US HISTORY GOAL: By the year 2018, there will be a two percentage increase for students demonstrating proficiency on the US History EOC. For SY 2018, 74% of students demonstrated proficiency on the US History EOC.
- G6.** BIOLOGY GOAL: By the year 2018, there will be a minimum of a two percentage point increase for students demonstrating proficiency on the Biology EOC. For SY 2017, 73% of students demonstrated proficiency on the Biology EOC.

- G7.** ACCELERATED COURSEWORK GOAL: By the year 2018, there will be a four percent increase in students identified as successfully completing at least one Accelerated Course during their 4 years of high school. For SY 2017, 60% of students successfully completed at least one Accelerated Course before graduation.
- G8.** SUPPORTIVE ENVIRONMENT GOAL: By the year 2018, there will be positive gain in key indicators related to a supportive environment such as, graduation rate, dropout rate, suspension rate, attendance, and points earned towards school grade.

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. FSA READING PROFICIENCY GOAL By the year 2018, there will be a minimum of a four percentage point increase for students demonstrating proficiency on the FSA Reading assessment. This includes 9th and 10th grade students who take the FSA reading test. Our SY 2017 level of proficiency was 66%. 1a

G099267

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not fully understand the depth of knowledge and learning targets embedded in the standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide professional development for teachers in the area of test specifications.
- Sarasota County Instructional Focus Guides are available to all teachers, which include helpful resources for lesson planning.
- Achieve 3000 program is used in Intensive English Language Arts classrooms for Level 1s and 2s.
- Professional development on Hattie's research (Visible Learning) to utilize strategies that impact student growth
- Students who have not met proficiency are scheduled in daily specialized reading classes.
- The district has secured a Literacy Grant to allow for teacher collaboration and professional development.
- All English teachers will participate in a FSA "boot camp" to dive into the standards and test specs to aid in focused lesson planning.
- Teachers have access to multiple texts to utilize for close reading and evidence-based writing prompts.
- Teachers will participate in on-site professional development, targeting ELA strands that are seen as gaps (Key Ideas & Details, Craft & Structure)
- Instructional rounds will periodically occur by district admin, school admin and teachers to support implementation of strategies introduced within professional development

Plan to Monitor Progress Toward G1. 8

Formative assessment data, Collaboration minutes

Person Responsible

Cher Gardner

Schedule

Quarterly, from 10/12/2017 to 5/25/2018

Evidence of Completion

Formative assessment, Collaboration minutes

G2. By the year 2018, there will be a minimum of a four percentage point increase for all students demonstrating an annual learning gain on the FSA Reading assessment. Additionally, by the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile on the FSA Reading assessment. For the SY 2017, 52% of students demonstrated a learning gain; 38% of students in the lowest quartile demonstrated a learning gain. **1a**

G099268

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	56.0
ELA/Reading Lowest 25% Gains	42.0

Targeted Barriers to Achieving the Goal **3**

- There are gaps in achievement levels, specifically African-American students
- Common assessments and PLC's are still at their beginning stages.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Common Planning Time has been given to teachers of the same grade level. This should help teachers meet and plan collaboratively. Collaborative Planning Sheets are required for teachers to complete and turn into their supervising administrator.
- Achieve 3000 Program for low-level readers that works at their lexile level and at grade level or higher in preparation for standardized testing.
- Professional Development for ELA Teachers in unpacking the standards and planning challenging/engaging lessons
- Students who are non-proficient in standardized testing are placed into remediation (Intensive Language Arts)
- MTSS Process to support students who are struggling with academics, attendance and/or behavior.
- Weekly School Wide Support Team Meetings (SWST) to discuss at-risk students and attendance/grade concerns.

Plan to Monitor Progress Toward G2. **8**

Formative assessment (benchmark data) and Achieve 3000 data will be reviewed to ensure that students are mastering the standards. Feedback from collaborative planning will be monitored also.

Person Responsible

Cher Gardner

Schedule

Quarterly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Feedback from formative assessments, Achieve 3000 Data

G3. MATH EOC PROFICIENCY GOAL: By the year 2018, there will be a minimum of a two percentage point increase for students demonstrating proficiency on the Alg1 or Geometry EOC assessment. For the SY 2017, 79% of students demonstrated proficiency on an EOC assessment. 1a

G099269

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	72.0
Geometry EOC Pass Rate	80.0

Targeted Barriers to Achieving the Goal 3

- Students lack the skills and resilience to successfully approach tasks at a higher complexity level.
- A percentage of students have chronic absenteeism, resulting in them falling behind in math skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common collaborative planning for Alg 1, Geometry, and Alg 2 teachers to focus on design of lessons and assessments based on student data.
- Professional development - Teachers in Alg 1, Geom, Alg 2 will continue professional learning centered around lesson design to create accountable tasks using Design to Align resources that result in productive struggle and student to student discourse.
- Ramp it Up math tutoring every Tues/Thursday after school.
- Use of IXL Math computer program in all Alg 1 classes to remediate skills and provide additional support in learning.
- Intensive Math for students who do not meet proficiency on the Alg 1 EOC.
- MTSS process to support students who are struggling academically, behaviorally, or with attendance.
- Weekly admin/guidance attendance monitoring
- Full year Alg 1A course for students who score level 1 on 8th grade FSA math; blocked Alg 1A/1B course for students who scored level 2 on 8th grade FSA math.
- Liberal Arts course for students who make a D and/or fail the Alg 1 EOC course before taking Geometry.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Feedback from formative assessments.

G4. MATH EOC LG GOAL: By the year 2018, there will be a minimum of a four percent increase for all students demonstrating a learning gain on an End of Course (EOC) assessment in Alg 1 or Geometry. Additionally, by the year 2018, there will be a minimum of a four percent increase in learning gains for students in the lowest quartile on the Alg 1 or Geometry EOC assessment. For SY 2018, 61% of students demonstrated a learning gain; 60% of students in the lowest quartile demonstrated a learning gain. **1a**

G099270

Targets Supported **1b**

Indicator	Annual Target
Math Gains	65.0
Math Lowest 25% Gains	64.0

Targeted Barriers to Achieving the Goal **3**

- With the change in math standards over the past couple of years, students who already struggled with skill deficits in math are having even more difficulty meeting proficiency levels on the End of Course exam (EOC) in Alg 1 and Geometry

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Full year Alg 1A course for level 1 students on 8th grade math FSA and students who need direct instruction in math based on their IEP.
- Blocked Alg 1A/1B course for level 2 students on 8th grade math FSA.
- Math IXL used in Alg 1 and 1A/1B courses
- Ramp it Up tutoring twice per week
- Alg 1 Bootcamps before Alg 1 EOC.
- Pert Bootcamps for juniors and seniors who have not passed Alg 1 EOC
- Intensive Math class for juniors and seniors who have not passed Alg 1 EOC
- 10th grade Liberal Arts Math course for students who have not passed Alg 1 EOC and/or had D in Alg 1 course
- Project 10 data & At Risk Report
- School-wide Support Team

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

EOC scores, Benchmark assessments, and course grades will be monitored to determine success of students in Alg 1A/1B courses.

Person Responsible

Kathy Wilks

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

FSA reports, Benchmark data, grades from ESD

G5. US HISTORY GOAL: By the year 2018, there will be a two percentage increase for students demonstrating proficiency on the US History EOC. For SY 2018, 74% of students demonstrated proficiency on the US History EOC. 1a

G099271

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	74.0

Targeted Barriers to Achieving the Goal 3

- There is a lack of progress monitoring tools including formative assessments used by US History teachers.
- There is inconsistency in use of and scoring Document Based Questions (DBQ) by US History teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common planning for US History teachers, where teachers will share best practices and successful strategies as indicated by data.
- Instructional Focus Guides - to guide curricular progression.
- Professional Development: The use of primary source documents to include reading strategies for the purpose of collaboration and consensus scoring.
- USA Test prep used for common assessments to drive lesson planning and student remediation.
- Collaboration between World and US History teachers on alignment of common standards.

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

Danielle Tanaka

Schedule

Monthly, from 12/31/2015 to 5/31/2016

Evidence of Completion

Benchmark data provided by district assessments.

Plan to Monitor Progress Toward G5. 8

EOC results will indicate a growth.

Person Responsible

Danielle Tanaka

Schedule

On 6/15/2018

Evidence of Completion

When reviewing the EOC data, growth will be noted in areas targeted by teachers through the use of USA Test Prep.

G6. BIOLOGY GOAL: By the year 2018, there will be a minimum of a two percentage point increase for students demonstrating proficiency on the Biology EOC. For SY 2017, 73% of students demonstrated proficiency on the Biology EOC. 1a

G099272

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- There is a general lack of common assessment data being generated for the purpose of informing instruction and creating interventions.
- Students are unable to articulate what they are learning, why they are learning it, and what success looks like.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District- wide common assessments (benchmark assessments) generate common data for teachers.
- Common Planning Time (CPT) for teachers.
- District curriculum specialist available to assist teachers in creating rigorous learning objectives.
-

Plan to Monitor Progress Toward G6. 8

Common assessments will be created during CPT and provided to supervision administrator as completed. Each Biology teacher will create a data plan demonstrating student progress and examples of interventions used at the mid-year review. Individual Biology teachers and supervising administrator will discuss plan effectiveness at final evaluation meeting.

Person Responsible

Keith Little

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Face to face meetings will be scheduled with each teacher twice per year. Informal meetings will take place more often. Meeting notes will document the discussion from each teacher meeting. Each teacher meeting will evaluate the progress each teacher's students, and their work as part of the collaborative planning team. Problems or concerns will be addressed and alternative strategies will be presented as needed during these meetings.

G7. ACCELERATED COURSEWORK GOAL: By the year 2018, there will be a four percent increase in students identified as successfully completing at least one Accelerated Course during their 4 years of high school. For SY 2017, 60% of students successfully completed at least one Accelerated Course before graduation. 1a

G099273

Targets Supported 1b

Indicator	Annual Target
High School Acceleration	64.0

Targeted Barriers to Achieving the Goal 3

- Students do not perform well on the Microsoft Excel Certification Test. This prevents them from receiving the MOS Industry Certification.
- Student performance on AP assessments, while surpassing the state and global averages, have been stagnant the last three years.
- Lack of access for general education students to access IB curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- Access to the Microsoft Outlook Certification Test.
- AP exam data is available for teachers to evaluate and use in creating rigorous coursework.
- Funding is available for continued teacher training.
- Current programs on campus are eligible for inclusion in IBCP. This will provide new opportunities for students to access the IB curriculum.

Plan to Monitor Progress Toward G7. 8

The Accelerated Coursework Committee will review progress and data each month to determine success of strategy.

Person Responsible

Keith Little

Schedule

Monthly, from 1/8/2018 to 5/25/2018

Evidence of Completion

agenda for Accelerated Coursework meetings; lists and exam scores of students testing; percentage of students earning MOS certification

G8. SUPPORTIVE ENVIRONMENT GOAL: By the year 2018, there will be positive gain in key indicators related to a supportive environment such as, graduation rate, dropout rate, suspension rate, attendance, and points earned towards school grade. 1a

G099274

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
Dropout Rate	0.94
One or More Suspensions	100.0
Attendance Below 90%	576.0
School Grade - Percentage of Points Earned	68.0

Targeted Barriers to Achieving the Goal 3

- The range of our student population and demographics with extreme needs.
- Riverview does not have an established PBIS program in place
- There are students who are in danger of not graduating due to low GPA, attendance issues, lack of credits, or lack of passing state required assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reports on attendance, grades
- Riverview Foundation
- School-Wide Support Team
- Addition of Assistant Principal for Administration to focus on PBIS, attendance, behavioral needs
- Project 10 reports and committee
- At-Risk Coordinator

Plan to Monitor Progress Toward G8. 8

Attendance rate, academic grades, discipline referrals, assessment results

Person Responsible

Brian Dorn

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. FSA READING PROFICIENCY GOAL By the year 2018, there will be a minimum of a four percentage point increase for students demonstrating proficiency on the FSA Reading assessment. This includes 9th and 10th grade students who take the FSA reading test. Our SY 2017 level of proficiency was 66%. **1**

 G099267

G1.B5 Teachers do not fully understand the depth of knowledge and learning targets embedded in the standards **2**

 B267339

G1.B5.S2 Provide guidance and professional development on "teacher clarity" and articulating "learning intentions" to students. **4**

 S283196

Strategy Rationale

When teachers can identify the learning goal and "look fors" AND communicate it to students, students will understand the expectations and be more likely to hit learning targets.

Action Step 1 **5**

Teachers will attend monthly professional development, along with content area specific training, centered around Visible Learning. Specifically, teachers will focus on teacher clarity- learning intentions, success criteria, learning progressions

Person Responsible

Kathy Wilks

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

Professional development calendar; teacher registration for pd

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

APC and Supervising ELA/Reading AP will perform classroom walkthroughs along, with peer observations to observe and provide feedback on implementation of learning intentions/success criteria.

Person Responsible

Cher Gardner

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom walkthrough notes, observation feedback, peer feedback

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Student will be able to articulate what they are learning and why when asked during classroom visits.

Person Responsible

Cher Gardner

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom visit notes, observation feedback

G1.B5.S4 Build reading and writing benchmark assessments and collaboratively review results, giving feedback to peers after administering assessments. 4

 S283198

Strategy Rationale

When teachers are involved in the building, implementing, reviewing and feedback stages of common assessments, the information is more valuable and relevant to the teaching-learning-evaluation process.

Action Step 1 5

Common Reading Benchmark Assessment writing

Person Responsible

Nina James

Schedule

Quarterly, from 10/12/2017 to 5/25/2018

Evidence of Completion

Common assessment data

Action Step 2 5

Common Writing Assessment

Person Responsible

Nina James

Schedule

Semiannually, from 10/16/2017 to 3/9/2018

Evidence of Completion

Student writing data from common writing assessment administration

Action Step 3 5

Development of common planning tool for evidence-based writing

Person Responsible

Cher Gardner

Schedule

On 5/25/2018

Evidence of Completion

Observational data of teachers and students utilizing planning tool

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Department leaders and administrator(s) will review the development and administration of the assessments. Additionally, the department will review the results together, providing feedback to one another that is consistent with expected outcomes of the FSA ELA.

Person Responsible

Cher Gardner

Schedule

Quarterly, from 10/12/2017 to 5/25/2018

Evidence of Completion

Student scores from common assessments

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7

Teachers will refer back to test specs for the FSA Reading and go through a scoring calibration process after the first common writing assessment.

Person Responsible

Cher Gardner

Schedule

On 5/25/2018

Evidence of Completion

Meeting notes

G2. By the year 2018, there will be a minimum of a four percentage point increase for all students demonstrating an annual learning gain on the FSA Reading assessment. Additionally, by the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile on the FSA Reading assessment. For the SY 2017, 52% of students demonstrated a learning gain; 38% of students in the lowest quartile demonstrated a learning gain. 1

G099268

G2.B1 There are gaps in achievement levels, specifically African-American students 2

B267341

G2.B1.S1 Use of Achieve 3000 Reading program to remediate struggling readers. 4

S283199

Strategy Rationale

By using the Achieve 3000 program, in addition to supplementing materials in Intensive Reading classes, students will increase their lexile levels and their endurance for longer and more difficult reading passages in preparation for the ELA FSA. Students throughout the district had success on the program last year, and the FSA practice passages (2 or more articles) will assist students as they prepare for and increase achievement levels on the FSA.

Action Step 1 5

Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards

Person Responsible

Christie Gionfriddo

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson plans, collaborative planning notes

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

Teachers and Administrators/Reading Department Chair will monitor students' progress on the Achieve 3000 program, following lexile placement test.

Person Responsible

Christie Gionfriddo

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Achieve 3000 data (number of articles attempted, quizzes taken, minutes spent on program, etc.)

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

Weekly monitoring of Achieve 3000 Data and Rewarding Top Performers in school daily/weekly (celebrating successes)

Person Responsible

Christie Gionfriddo

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Achieve 3000 Data (time spent on program, quizzes, articles, etc.)

G2.B1.S2 All students who score a level 1 or level 2 on the FSA reading are scheduled into an Intensive Language Arts course. 4

S283200

Strategy Rationale

Students who receive specially designed reading instruction will improve reading skills along with test-taking skills to improve score on the FSA.

Action Step 1 5

Student who score level 1 or level 2 on FSA are scheduled into Intensive Language Arts course

Person Responsible

Kathy Wilks

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

Class rosters, FSA data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

FSA score reports will be used to determine students placed into Intensive Language Arts (ILA). Notes for students requesting a waiver to ILA placement will be documented in system to monitor students who are moved out of course.

Person Responsible

Alix Giannini

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

Notes in Student Information System (SIS); rosters for ILA classes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student scores will be monitored through Achieve 3000, common assessments, and FSA reading

Person Responsible

Cher Gardner

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Achieve 3000 reports, common assessment data, FSA scores

G2.B1.S3 Students will be assigned mentors to assist with academic and social/personal needs 4

 S283201

Strategy Rationale

When students have a person they can go to for academic or personal support, it is more likely the student will attend school regularly and improve achievement in their courses.

Action Step 1 5

Students will be identified after the first grading period who could benefit from a mentor based on grades and attendance.

Person Responsible

Mark Gilliland

Schedule

Quarterly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

A designated administrator will monitor the calendar for mentors meeting with their students

Person Responsible

Mark Gilliland

Schedule

Weekly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Calendar of meetings, lists of mentors assigned to students

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Students grades and scores on benchmark assessments will be monitored, along with attendance

Person Responsible

Kathy Wilks

Schedule

Monthly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Grade reports, Achieve 3000 data, common assessment data, attendance reports, FSA scores

G2.B2 Common assessments and PLC's are still at their beginning stages. **2**

 B267342

G2.B2.S1 Teachers now have common planning time to meet and collaborate with their lessons, Florida State Standards, and prepare formative assessments that model the ELA FSA **4**

 S283202

Strategy Rationale

If teachers have common planning time to work together and collaborate, they have the ability to share best practices, students will be exposed to higher order questioning techniques, formative assessments and lesson plans that more closely align with the Florida State Standards

Action Step 1 **5**

Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards

Person Responsible

Cher Gardner

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

PLC Collaborative Meeting Agendas/Outcomes - turned in weekly to administrator.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

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

Person Responsible

Cher Gardner

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Observations, lesson plans, collaborative planning notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom observations by administration to determine knowledge of standards; teachers will monitor student performance on formative/summative assessments

Person Responsible

Cher Gardner

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Classroom observations, lesson plans, collaborative planning notes

G3. MATH EOC PROFICIENCY GOAL: By the year 2018, there will be a minimum of a two percentage point increase for students demonstrating proficiency on the Alg1 or Geometry EOC assessment. For the SY 2017, 79% of students demonstrated proficiency on an EOC assessment. 1

G099269

G3.B1 Students lack the skills and resilience to successfully approach tasks at a higher complexity level.

2

B267343

G3.B1.S1 Teachers will design accountable tasks using Design to Align resources to provide opportunities for productive struggle within lessons. 4

S283203

Strategy Rationale

As students are exposed to experiences that create productive struggle, they will have greater success when exposed to similar tasks on the Alg 1 or Geometry EOC.

Action Step 1 5

Teachers will participate in professional learning with Virginia Alonso on lesson design using Design to Align resources.

Person Responsible

Kathy Wilks

Schedule

On 9/21/2017

Evidence of Completion

Lessons plans, chart paper notes, exit tickets

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

The Asst Principal for Curriculum (APC) will follow up after training by visiting classrooms and providing feedback on implementation of lessons. Classroom walkthroughs will be conducted by teachers visiting each other's classes to 'critique' lessons using an established protocol. The math program specialist will continue to provide support to Alg 1, Alg 2, and Geometry teachers through their PLC's.

Person Responsible

Kathy Wilks

Schedule

Weekly, from 9/21/2017 to 5/24/2018

Evidence of Completion

observation notes, lesson plans, collaborative planning notes, feedback using protocol.

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

The APC, math program specialist, and participating teachers will conduct classroom observations/walkthroughs. Using the feedback protocol, we will be able to determine if lessons are providing the opportunities for students to participate in accountable tasks based on the protocol framework. In addition, benchmark assessments will provide data to determine the effectiveness of the accountable tasks and identify areas of opportunity for reteaching.

Person Responsible

Kathy Wilks

Schedule

Weekly, from 9/21/2017 to 5/24/2018

Evidence of Completion

Classroom assessments, benchmark assessments, lesson plans, observation notes, collaborative planning notes

G3.B3 A percentage of students have chronic absenteeism, resulting in them falling behind in math skills.

2

B267345

G3.B3.S1 Students will be assigned mentors based on academic, attendance, or behavioral needs. 4

S283204

Strategy Rationale

When students have a person to go to for support, they are more likely to attend school and improve academically and behaviorally.

Action Step 1 5

Students will be identified through attendance and grade reports who could benefit from the additional support of a mentor.

Person Responsible

Mark Gilliland

Schedule

Quarterly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Mentors will be assigned to students and a calendar of meetings will be maintained by a designated administrator.

Person Responsible

Mark Gilliland

Schedule

Weekly, from 10/16/2017 to 5/18/2018

Evidence of Completion

List of mentors assigned to students, calendar of meetings with students

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student attendance, behavior and grades will be monitored through attendance reports, grade reports, benchmark assessments, discipline referrals, EOC data

Person Responsible

Kathy Wilks

Schedule

Monthly, from 10/16/2017 to 5/18/2018


Evidence of Completion

Attendance reports, discipline referrals, grade reports, benchmark assessments, EOC data

G4. MATH EOC LG GOAL: By the year 2018, there will be a minimum of a four percent increase for all students demonstrating a learning gain on an End of Course (EOC) assessment in Alg 1 or Geometry. Additionally, by the year 2018, there will be a minimum of a four percent increase in learning gains for students in the lowest quartile on the Alg 1 or Geometry EOC assessment. For SY 2018, 61% of students demonstrated a learning gain; 60% of students in the lowest quartile demonstrated a learning gain. **1**

 G099270

G4.B1 With the change in math standards over the past couple of years, students who already struggled with skill deficits in math are having even more difficulty meeting proficiency levels on the End of Course exam (EOC) in Alg 1 and Geometry **2**

 B267346

G4.B1.S1 Students who score level 1 or 2 on the 8th grade math FSA are scheduled into specially designated Alg 1 A sections. **4**

 S283205

Strategy Rationale

If students are given additional time and support to build skills and address deficiencies, they will be more successful on the Alg 1 FSA.

Action Step 1 **5**

Level 1 math students will take year-long Alg 1A course; Level 2 math students will take blocked Alg 1A/1B courses.

Person Responsible

Kathy Wilks

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student schedules; student grades; benchmark assessments.

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

Scheduler will go through rosters to ensure that all level 1 and level 2 math students are placed appropriately.

Person Responsible

Kathy Wilks

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

FSA reports; Alg 1A rosters

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

Students will be monitored for success in courses

Person Responsible

Kathy Wilks

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Counselors will monitor performance of students in courses based on grades and FSA.

G4.B1.S2 Teachers will use Visible Learning to develop Learning intentions, Success Criteria, and Learning Progressions for classroom lessons. 4

 S283206

Strategy Rationale

When students understand what they are learning, why they are learning it, and what success looks like, they are more likely to be successful in mastering the standards for the classroom lessons.

Action Step 1 5

Teachers will participate in monthly Visible Learning professional learning, specifically focused on teacher clarity to design learning intentions, success criteria, and learning progressions. This will include content-specific professional learning on Design to Align with Virginia Alonso.

Person Responsible

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

Professional development calendar, rosters of teachers attending professional learning

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Classroom walkthroughs will be conducted by supervising assistant principal as well as peer observations to provide feedback on implementation of Design to Align.

Person Responsible

Kathy Wilks

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom walkthrough notes, observation feedback, peer observation feedback

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Classroom walkthroughs and observations will identify if teachers are designing learning intentions/success criteria. Student data on benchmarks and EOCs will demonstrate student achievement on math standards.

Person Responsible

Kathy Wilks

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom walkthrough notes, observation feedback, EOC data, benchmark data

G5. US HISTORY GOAL: By the year 2018, there will be a two percentage increase for students demonstrating proficiency on the US History EOC. For SY 2018, 74% of students demonstrated proficiency on the US History EOC. 1

G099271

G5.B1 There is a lack of progress monitoring tools including formative assessments used by US History teachers. 2

B267350

G5.B1.S1 The school will purchase USA Test prep for United States History. Teachers will be provided training and collaboration on this use of this program and its implementation to drive lesson planning. 4

S283207

Strategy Rationale

Having a common assessment tool that provides teachers and students real time data regarding their progress is critical. This data will drive quality lesson plans that meet the learning needs of students. This data will assist student with self monitoring and ownership in their learning.

Action Step 1 5

RHS will purchase USA Test Prep.

Person Responsible

Nina James

Schedule

On 10/30/2017

Evidence of Completion

USA Test Prep will be available to our teachers in the area of US History, AP Psychology, AP World History, and AP Human Geography

Action Step 2 5

Training from the USA Test Prep Staff will occur at RHS.

Person Responsible

Danielle Tanaka

Schedule

On 11/17/2017

Evidence of Completion

Professional staff from the USA Test Prep company will provide a hands-on training for all staff teaching in these content areas.

Action Step 3 5

RHS social studies staff will collaborate on the use of the USA Test Prep to access formative data and use data to drive lesson planning.

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 12/1/2017 to 5/25/2018

Evidence of Completion

Data from USA Test Prep will demonstrate growth. Growth will be indicated on students, standards, and learning objectives.

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

Teachers will meet in their PLC (Professional Learning Committee) to continue collaboration in the use of USA Test Prep and its data.

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 12/8/2017 to 5/25/2018

Evidence of Completion

Weekly PLC team notes will indicate collaboration, use of best practices, and data driven lesson planning.

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

Teachers will maintain data charts indicating they have implemented the USA Test Prep tools.

Person Responsible

Danielle Tanaka

Schedule

Monthly, from 12/1/2017 to 5/25/2018

Evidence of Completion

Monthly check-ins will reveal teacher progress in using USA Test Prep tools to gain useful data.

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

Compare and contrast the success of the implement of the USA Test Prep tools using data notebooks from teachers.

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 5/7/2018 to 5/25/2018

Evidence of Completion

At the end of the year teacher meetings, the administrator will collect USA Test Prep data to identify patterns in the implementation of data to drive lesson planning.

G5.B3 There is inconsistency in use of and scoring Document Based Questions (DBQ) by US History teachers. 2

 B267352

G5.B3.S1 Teachers will attend professional development on using and scoring DBQs in the classroom.

4

 S283209

Strategy Rationale

The more students are exposed to DBQ's along with receiving consistent feedback from their teachers, the more likely they will be in being successful on these types of questions on the US History EOC.

Action Step 1 5

Teacher will attend Professional Development on writing, teaching, and scoring Document Based Questions in the US History and World History classrooms.

Person Responsible

Danielle Tanaka

Schedule

Semiannually, from 10/31/2017 to 11/16/2017

Evidence of Completion

Professional development calendar, roster of teachers attending PD

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

The supervising administrator for Social Studies will perform walkthroughs and observations to monitor implementation of DBQs in the classroom. Teacher will also perform peer observations to provide feedback to fellow teachers.

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 10/31/2017 to 5/18/2018

Evidence of Completion

Walkthrough notes, observation feedback, peer observation notes

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Students will participate in common assessments using USA test prep to practice DBQs

Person Responsible

Danielle Tanaka

Schedule

Monthly, from 11/1/2017 to 5/18/2018

Evidence of Completion

USA Test Prep data

G5.B3.S2 Teachers will use Visible Learning, particularly learning intentions, success criteria, and learning progressions to when designing and delivering lessons in the classroom. 4

S283210

Strategy Rationale

When students understand what they are learning, why they are learning it, and what success looks like, they are more likely to be demonstrate mastery of the standards on assessments, including the US History EOC.

Action Step 1 5

Teacher will attend monthly professional learning on Visible Learning, particularly focused on Teacher Clarity to develop learning intentions, success criteria, and learning progressions for classroom lessons. Professional learning will also be delivered that is content-specific for US/ World History teachers.

Person Responsible

Danielle Tanaka

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

Professional Development calendar, rosters of participants in professional learning

Plan to Monitor Fidelity of Implementation of G5.B3.S2 6

Supervising administrator will conduct classroom walkthroughs and observations to monitor implementation of Visible Learning. Teachers will also participate in peer observations to provide feedback to fellow teachers on lesson design and implementation

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Walkthrough notes, observation feedback, peer observation feedback

Plan to Monitor Effectiveness of Implementation of G5.B3.S2 7

Students will take common assessments on USA Test Prep in US and World History classes.

Person Responsible

Danielle Tanaka

Schedule

Monthly, from 11/1/2017 to 5/18/2018

Evidence of Completion

USA Test Prep data, US History EOC data

G6. BIOLOGY GOAL: By the year 2018, there will be a minimum of a two percentage point increase for students demonstrating proficiency on the Biology EOC. For SY 2017, 73% of students demonstrated proficiency on the Biology EOC. 1

G099272

G6.B2 There is a general lack of common assessment data being generated for the purpose of informing instruction and creating interventions. 2

B267354

G6.B2.S1 Teachers use Collaborative Planning Time to create additional common assessments. Common assessment data is then analyzed and used to plan interventions and modify instruction as needed. 4

S283211

Strategy Rationale

Common assessment data allows teachers to compare instructional strategies and their impact on student learning. Through CPT teachers can develop and implement intervention strategies.

Action Step 1 5

Biology teachers work together to create additional common assessments.

Person Responsible

Keith Little

Schedule

Weekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Provide a copy of completed common assessments to administration.

Action Step 2 5

Biology teachers use common planning time (CPT) to analyze data from district benchmarks as well as additional common assessments.

Person Responsible

Keith Little

Schedule

Weekly, from 10/2/2017 to 5/18/2018

Evidence of Completion

CPT notes

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Administration will file copies of newly created common assessments.

Person Responsible

Keith Little

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Copies of common assessments provided to administration will demonstrate that new assessments have been created.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Biology teachers will present a data plan to administration at the mid-year review.

Person Responsible

Keith Little

Schedule

On 6/1/2018

Evidence of Completion

Provided data implementation plans will demonstrate how teachers are using common assessment data to plan interventions in the classroom.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Biology teachers will discuss their data plan implementation and effects on student performance at final evaluation.

Person Responsible

Keith Little

Schedule

On 6/1/2018

Evidence of Completion

Opportunity for reflection at final evaluation supports teacher involvement in the process and identifies next steps.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Supervising administrator will file copies of common assessments, discuss data plans with teachers, and analyze end of year FSA data for impact.

Person Responsible

Keith Little

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

File copies of assessments and data plans will demonstrate implementation. Final FSA data will provide evidence of effectiveness.

G6.B3 Students are unable to articulate what they are learning, why they are learning it, and what success looks like. 2

 B267355

G6.B3.S1 Teachers will use Learning Intentions, Success Criteria, and Learning Progressions in classroom lessons. 4

 S283214

Strategy Rationale

When students know what they are learning, why they are learning it, and what success looks like, they are more likely to demonstrate master of standards in the classroom and on the Biology EOC.

Action Step 1 5

Teachers will participate in monthly professional learning on Visible Learning, particularly focused on Teacher Clarity to learn how to write learning intentions, success criteria, and learning progressions for course standards. Teachers will also participate in content-specific professional learning in Biology to design lessons and common assessments.

Person Responsible

Keith Little

Schedule

Monthly, from 8/8/2017 to 5/18/2018

Evidence of Completion

Professional Development calendar, rosters of participants in professional learning

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Supervising administrator will conduce classroom walkthroughs and classroom observations to monitor and provide feedback on implementation of Visible Learning. Teachers will also participate in peer observations of their fellow teachers to provide feedback on lesson design and implementation.

Person Responsible

Keith Little

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Walkthrough notes, observation feedback, peer observation feedback

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Students will participate in common assessments to monitor mastery of standards in Biology

Person Responsible

Keith Little

Schedule

Monthly, from 11/1/2017 to 5/18/2018

Evidence of Completion

USA Test Prep assessment data, teacher created assessments, Biology EOC data

G7. ACCELERATED COURSEWORK GOAL: By the year 2018, there will be a four percent increase in students identified as successfully completing at least one Accelerated Course during their 4 years of high school. For SY 2017, 60% of students successfully completed at least one Accelerated Course before graduation. 1

G099273

G7.B1 Students do not perform well on the Microsoft Excel Certification Test. This prevents them from receiving the MOS Industry Certification. 2

B267356

G7.B1.S1 DIT teachers will monitor student performance to identify students who will struggle on the Excel portion of the MOS industry certification assessment. 4

S283215

Strategy Rationale

Identification of these students will allow teachers to predict how many will need to be offered the Outlook portion of the MOS certification.

Action Step 1 5

DIT Teachers will identify students who need to take Microsoft Outlook to achieve MOS certification.

Person Responsible

Keith Little

Schedule

Monthly, from 1/8/2018 to 5/25/2018

Evidence of Completion

Lists of students to test for Microsoft Outlook

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Lists of students needing to test on Microsoft Outlook will be reviewed monthly by Accelerated Coursework committee

Person Responsible

Keith Little

Schedule

Monthly, from 1/8/2018 to 5/25/2018

Evidence of Completion

Lists provided at Accelerated Coursework meetings; rosters of students testing for Microsoft Outlook test

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

The Accelerated Coursework Committee will monitor success-rate of students taking the Microsoft Outlook exam to determine if more students are earning their MOS certification.

Person Responsible

Keith Little

Schedule

Monthly, from 1/8/2018 to 5/25/2018


Evidence of Completion

Success rate of students taking the Microsoft Outlook exam; percentage of students earning MOS certification compared to 2016-17 data.

G7.B2 Student performance on AP assessments, while surpassing the state and global averages, have been stagnate the last three years. 2

 B267357

G7.B2.S1 Teachers will analyze data related to their content area to identify areas of strength and areas for improvement 4

 S283218

Strategy Rationale

When teachers identify specific areas of need, they can focus on lesson design in those areas to improve student achievement on the AP exams.

Action Step 1 5

Teachers will meet to review data from prior year in addition to test-item analysis to identify areas of strengths and areas of improvement

Person Responsible

Keith Little

Schedule

Annually, from 1/8/2018 to 2/1/2018

Evidence of Completion

Agenda from meetings, data from each AP exam

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Teacher lesson plans will demonstrate a focus on areas of improvement.

Person Responsible

Keith Little

Schedule

Weekly, from 1/8/2018 to 5/18/2018

Evidence of Completion

lesson plans, assessments

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

AP teachers and administrator will analyze AP test results to determine achievement in areas identified as needing improvement.

Person Responsible

Keith Little

Schedule

On 8/6/2018

Evidence of Completion

AP exam results with test item analysis

G7.B2.S2 AP Teachers in US, European, and World History will participate in professional learning to design and score Document Based Questions (DBQ). 4

S283219

Strategy Rationale

When students are given opportunities to practice DBQs with consistent feedback, they are more likely to be successful on the AP exams.

Action Step 1 5

Teachers of AP US History, World History, and European History will participate in professional learning on writing and scoring DBQs.

Person Responsible

Keith Little

Schedule

On 10/17/2017

Evidence of Completion

Professional Development calendar, rosters of participating teachers

Plan to Monitor Fidelity of Implementation of G7.B2.S2 6

Supervising administrator will perform classroom walkthroughs and classroom observations. Teachers will administer a common writing task and will score the writing samples collaboratively to calibrate scoring.

Person Responsible

Keith Little

Schedule

Monthly, from 10/17/2017 to 5/18/2018

Evidence of Completion

Walkthrough notes, observation feedback, common writing samples and scoring criteria

Plan to Monitor Effectiveness of Implementation of G7.B2.S2 7

Students will practice writing tasks for DBQs and teacher will collaborate to score samples and calibrate scoring.

Person Responsible

Keith Little

Schedule

Monthly, from 10/17/2017 to 5/18/2018

Evidence of Completion

Writing samples, scoring criteria, AP Exam scores

G7.B3 Lack of access for general education students to access IB curriculum 2

 B267358

G7.B3.S1 Students will be identified and recommended for IB Lang & Lit based on 10th grade English grades and assessment data 4

 S283220

Strategy Rationale

Students who are identified to take IB English will have the opportunity to be exposed to rigorous, accelerated coursework in addition to earning college credit while in high school.

Action Step 1 5

Counselors and IB coordinator will identify students to recommend for IB Lang and Lit for the 11th/12th grade years.

Person Responsible

Alix Giannini

Schedule

Annually, from 1/8/2018 to 2/1/2018

Evidence of Completion

List of students recommended for IB Lang & Lit

Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

During scheduling process, number of students recommended will be monitored for registration for IB Lang & Lit

Person Responsible

Alix Giannini

Schedule

Annually, from 1/8/2018 to 2/1/2018

Evidence of Completion

Rosters and numbers of students registering for IB Lang & Lit

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7

Number of students registering for IB Lang & Lit

Person Responsible

Alix Giannini

Schedule

Annually, from 1/8/2018 to 2/1/2018

Evidence of Completion

rosters and number of students registering for IB Lang & Lit

G8. SUPPORTIVE ENVIRONMENT GOAL: By the year 2018, there will be positive gain in key indicators related to a supportive environment such as, graduation rate, dropout rate, suspension rate, attendance, and points earned towards school grade. 1

G099274

G8.B1 The range of our student population and demographics with extreme needs. 2

B267359

G8.B1.S1 Differentiate resources and interventions based on student need. Utilize MTSS and PBIS to assist students both academically and behaviorally. 4

S283221

Strategy Rationale

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

Action Step 1 5

Students who are struggling with academics, behavior or attendance will be monitored by assigned counselor and administrator

Person Responsible

Brian Dorn

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

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

Action Step 2 5

Students who do not respond to classroom interventions will be referred to counselor and administrator for further assistance

Person Responsible

Alix Giannini

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

Teachers, counselors, administrators

Action Step 3 5

Students who do not respond to interventions by the counselor and administrator will be referred to School-Wide Support Team (SWST) for additional support. This may result in a home visit, CARE meeting, assignment of a mentor, or other identified interventions determined by the SWST.

Person Responsible

Danielle Tanaka

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

SWST notes, review of student's cum folder,

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

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

Person Responsible

Brian Dorn

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Minutes from all meetings, attendance reports, discipline reports, Project 10 data

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

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

Person Responsible

Brian Dorn

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Monthly data analysis to determine effectiveness and need for action.

G8.B2 Riverview does not have an established PBIS program in place **2**

 B267360

G8.B2.S1 Riverview will develop a PBIS system to promote positive behavior and address concerns on campus. **4**

 S283222

Strategy Rationale

When positive behavior is identified, modeled, and recognized, students understand expectations by the school.

Action Step 1 **5**

A PBIS committee will be created by the Assistant Principal of Administration (APA) to develop a system of communicating, monitoring, and supporting an environment at the school based on expectations for behavior.

Person Responsible

Brian Dorn

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Agendas for meetings, roster of committee members, outcomes and implementations from meetings.

Action Step 2 **5**

The PBIS committee will attend 3 days of professional development at the district level to assist in developing and implementing PBIS at the school level.

Person Responsible

Brian Dorn

Schedule

Triannually, from 11/1/2017 to 5/18/2018

Evidence of Completion

Professional development agenda and outcomes, roster of participants in PD

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

After completion of the PBIS training, strategies will be implemented at the school level. The committee will meet on a regular basis to plan and review implementation of strategies.

Person Responsible

Brian Dorn

Schedule

Monthly, from 11/1/2017 to 5/18/2018

Evidence of Completion

Agendas for meetings

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Reports will be run to analyze impact of PBIS implementation on discipline referrals, attendance

Person Responsible

Brian Dorn

Schedule

Monthly, from 11/1/2017 to 5/18/2018

Evidence of Completion

Attendance and discipline reports

G8.B4 There are students who are in danger of not graduating due to low GPA, attendance issues, lack of credits, or lack of passing state required assessments. 2

B267362

G8.B4.S1 Identify students who are at risk for graduation based on academics, attendance, testing 4

S283223

Strategy Rationale

If we know students who are at risk of not graduating, we can determine interventions to support the student in receiving a diploma.

Action Step 1 5

Senior checks by guidance counselors

Person Responsible

Alix Giannini

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Senior check lists

Action Step 2 5

Use of APEX courses to assist students who are short in credits or need to improve GPA

Person Responsible

Travis Smith

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

APEX rosters and reports

Action Step 3 5

Project 10 meetings to monitor and intervene with students who are at risk of not graduating.

Person Responsible

Brian Dorn

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Project 10 reports and notes

Action Step 4 5

Provide Reading FSA and Alg 1 EOC bootcamps for seniors who have not passed the state required assessments for graduation

Person Responsible

Travis Smith

Schedule

Quarterly, from 11/13/2017 to 3/23/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B4.S1 6

APA will work with guidance, Project 10 committee to monitor student who are at risk of graduating.

Person Responsible

Brian Dorn

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Project 10 reports & notes, graduation checks, APEX reports, Pert/SAT scores

Plan to Monitor Effectiveness of Implementation of G8.B4.S1 7

Review of Graduation, attendance data, APEX data, Project 10 data

Person Responsible

Brian Dorn

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Graduation rates, attendance reports, APEX data, Project 10 data, Pert/SAT scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G5.MA1  M415753	Benchmark data will also be reviewed to see if students are prepared for the EOC	Tanaka, Danielle	12/31/2015	Benchmark data provided by district assessments.	5/31/2016 monthly
G3.MA1  M415738	Formative assessment (benchmark data) will be reviewed to ensure that students are mastering the...		8/22/2016	Feedback from formative assessments.	5/26/2017 monthly
G2.B1.S1.MA1  M415725	Weekly monitoring of Achieve 3000 Data and Rewarding Top Performers in school daily/weekly...	Gionfriddo, Christie	9/6/2016	Achieve 3000 Data (time spent on program, quizzes, articles, etc.)	5/26/2017 weekly
G2.B1.S1.MA1  M415726	Teachers and Administrators/Reading Department Chair will monitor students' progress on the Achieve...	Gionfriddo, Christie	9/6/2016	Achieve 3000 data (number of articles attempted, quizzes taken, minutes spent on program, etc.)	5/26/2017 weekly
G2.B1.S1.A1  A382301	Teachers will meet collaboratively once per week to share best practices and plan lessons that...	Gionfriddo, Christie	8/22/2016	Lesson plans, collaborative planning notes	5/26/2017 weekly
G3.B1.S1.A1  A382305	Teachers will participate in professional learning with Virginia Alonso on lesson design using...	Wilks, Kathy	9/21/2017	Lessons plans, chart paper notes, exit tickets	9/21/2017 one-time
G7.B2.S2.A1  A382320	Teachers of AP US History, World History, and European History will participate in professional...	Little, Keith	10/17/2017	Professional Development calendar, rosters of participating teachers	10/17/2017 one-time
G5.B1.S1.A1  A382309	RHS will purchase USA Test Prep.	James, Nina	9/1/2017	USA Test Prep will be available to our teachers in the area of US History, AP Psychology, AP World History, and AP Human Geography	10/30/2017 one-time
G5.B3.S1.A1  A382313	Teacher will attend Professional Development on writing, teaching, and scoring Document Based...	Tanaka, Danielle	10/31/2017	Professional development calendar, roster of teachers attending PD	11/16/2017 semiannually
G5.B1.S1.A2  A382310	Training from the USA Test Prep Staff will occur at RHS.	Tanaka, Danielle	10/16/2017	Professional staff from the USA Test Prep company will provide a hands-on training for all staff teaching in these content areas.	11/17/2017 one-time
G7.B2.S1.A1  A382319	Teachers will meet to review data from prior year in addition to test-item analysis to identify...	Little, Keith	1/8/2018	Agenda from meetings, data from each AP exam	2/1/2018 annually
G7.B3.S1.MA1  M415768	Number of students registering for IB Lang & Lit	Giannini, Alix	1/8/2018	rosters and number of students registering for IB Lang & Lit	2/1/2018 annually
G7.B3.S1.MA1  M415769	During scheduling process, number of students recommended will be monitored for registration for IB...	Giannini, Alix	1/8/2018	Rosters and numbers of students registering for IB Lang & Lit	2/1/2018 annually
G7.B3.S1.A1  A382321	Counselors and IB coordinator will identify students to recommend for IB Lang and Lit for the...	Giannini, Alix	1/8/2018	List of students recommended for IB Lang & Lit	2/1/2018 annually
G1.B5.S4.A2  A382299	Common Writing Assessment	James, Nina	10/16/2017	Student writing data from common writing assessment administration	3/9/2018 semiannually
G8.B4.S1.A4  A382330	Provide Reading FSA and Alg 1 EOC bootcamps for seniors who have not passed the state required...	Smith, Travis	11/13/2017		3/23/2018 quarterly
G3.B3.S1.MA1  M415736	Student attendance, behavior and grades will be monitored through attendance reports, grade...	Wilks, Kathy	10/16/2017	Attendance reports, discipline referrals, grade reports, benchmark assessments, EOC data	5/18/2018 monthly
G3.B3.S1.MA1  M415737	Mentors will be assigned to students and a calendar of meetings will be maintained by a designated...	Gilliland, Mark	10/16/2017	List of mentors assigned to students, calendar of meetings with students	5/18/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.A1 A382306	Students will be identified through attendance and grade reports who could benefit from the...	Gilliland, Mark	10/16/2017		5/18/2018 quarterly
G5.B3.S1.MA1 M415749	Students will participate in common assessments using USA test prep to practice DBQs	Tanaka, Danielle	11/1/2017	USA Test Prep data	5/18/2018 monthly
G5.B3.S1.MA1 M415750	The supervising administrator for Social Studies will perform walkthroughs and observations to...	Tanaka, Danielle	10/31/2017	Walkthrough notes, observation feedback, peer observation notes	5/18/2018 weekly
G6.B2.S1.A2 A382316	Biology teachers use common planning time (CPT) to analyze data from district benchmarks as well as...	Little, Keith	10/2/2017	CPT notes	5/18/2018 weekly
G6.B3.S1.MA1 M415759	Students will participate in common assessments to monitor mastery of standards in Biology	Little, Keith	11/1/2017	USA Test Prep assessment data, teacher created assessments, Biology EOC data	5/18/2018 monthly
G6.B3.S1.MA1 M415760	Supervising administrator will conduce classroom walkthroughs and classroom observations to monitor...	Little, Keith	8/14/2017	Walkthrough notes, observation feedback, peer observation feedback	5/18/2018 weekly
G6.B3.S1.A1 A382317	Teachers will participate in monthly professional learning on Visible Learning, particularly...	Little, Keith	8/8/2017	Professional Development calendar, rosters of participants in professional learning	5/18/2018 monthly
G7.B2.S1.MA1 M415765	Teacher lesson plans will demonstrate a focus on areas of improvement.	Little, Keith	1/8/2018	lesson plans, assessments	5/18/2018 weekly
G8.B1.S1.A2 A382323	Students who do not respond to classroom interventions will be referred to counselor and...	Giannini, Alix	8/14/2017	Teachers, counselors, administrators	5/18/2018 daily
G8.B1.S1.A3 A382324	Students who do not respond to interventions by the counselor and administrator will be referred to...	Tanaka, Danielle	8/14/2017	SWST notes, review of student's cum folder,	5/18/2018 weekly
G8.B2.S1.MA1 M415773	Reports will be run to analyze impact of PBIS implementation on discipline referrals, attendance	Dorn, Brian	11/1/2017	Attendance and discipline reports	5/18/2018 monthly
G8.B2.S1.MA1 M415774	After completion of the PBIS training, strategies will be implemented at the school level. The...	Dorn, Brian	11/1/2017	Agendas for meetings	5/18/2018 monthly
G8.B2.S1.A1 A382325	A PBIS committee will be created by the Assistant Principal of Administration (APA) to develop a...	Dorn, Brian	8/14/2017	Agendas for meetings, roster of committee members, outcomes and implementations from meetings.	5/18/2018 monthly
G8.B2.S1.A2 A382326	The PBIS committee will attend 3 days of professional development at the district level to assist...	Dorn, Brian	11/1/2017	Professional development agenda and outcomes, roster of participants in PD	5/18/2018 triannually
G8.B4.S1.MA1 M415775	Review of Graduation, attendance data, APEX data, Project 10 data	Dorn, Brian	8/14/2017	Graduation rates, attendance reports, APEX data, Project 10 data, Pert/SAT scores	5/18/2018 weekly
G8.B4.S1.MA1 M415776	APA will work with guidance, Project 10 committee to monitor student who are at risk of graduating.	Dorn, Brian	8/14/2017	Project 10 reports & notes, graduation checks, APEX reports, Pert/SAT scores	5/18/2018 weekly
G8.B4.S1.A1 A382327	Senior checks by guidance counselors	Giannini, Alix	8/14/2017	Senior check lists	5/18/2018 weekly
G8.B4.S1.A2 A382328	Use of APEX courses to assist students who are short in credits or need to improve GPA	Smith, Travis	8/14/2017	APEX rosters and reports	5/18/2018 weekly
G8.B4.S1.A3 A382329	Project 10 meetings to monitor and intervene with students who are at risk of not graduating.	Dorn, Brian	8/14/2017	Project 10 reports and notes	5/18/2018 monthly
G1.B5.S2.MA1 M415720	Student will be able to articulate what they are learning and why when asked during classroom...	Gardner, Cher	8/14/2017	Classroom visit notes, observation feedback	5/18/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S2.MA1 M415721	APC and Supervising ELA/Reading AP will perform classroom walkthroughs along, with peer...	Gardner, Cher	8/14/2017	Classroom walkthrough notes, observation feedback, peer feedback	5/18/2018 weekly
G1.B5.S2.A1 A382297	Teachers will attend monthly professional development, along with content area specific training,....	Wilks, Kathy	8/8/2017	Professional development calendar; teacher registration for pd	5/18/2018 monthly
G2.B1.S2.MA1 M415727	Student scores will be monitored through Achieve 3000, common assessments, and FSA reading	Gardner, Cher	8/14/2017	Achieve 3000 reports, common assessment data, FSA scores	5/18/2018 monthly
G2.B1.S2.MA1 M415728	FSA score reports will be used to determine students placed into Intensive Language Arts (ILA)....	Giannini, Alix	8/14/2017	Notes in Student Information System (SIS); rosters for ILA classes	5/18/2018 daily
G2.B1.S2.A1 A382302	Student who score level 1 or level 2 on FSA are scheduled into Intensive Language Arts course	Wilks, Kathy	8/14/2017	Class rosters, FSA data	5/18/2018 daily
G4.B1.S2.MA1 M415741	Classroom walkthroughs and observations will identify if teachers are designing learning...	Wilks, Kathy	8/14/2017	Classroom walkthrough notes, observation feedback, EOC data, benchmark data	5/18/2018 weekly
G4.B1.S2.MA1 M415742	Classroom walkthroughs will be conducted by supervising assistant principal as well as peer...	Wilks, Kathy	8/14/2017	Classroom walkthrough notes, observation feedback, peer observation feedback	5/18/2018 weekly
G4.B1.S2.A1 A382308	Teachers will participate in monthly Visible Learning professional learning, specifically focused...		8/8/2017	Professional development calendar, rosters of teachers attending professional learning	5/18/2018 monthly
G5.B3.S2.MA1 M415751	Students will take common assessments on USA Test Prep in US and World History classes.	Tanaka, Danielle	11/1/2017	USA Test Prep data, US History EOC data	5/18/2018 monthly
G5.B3.S2.MA1 M415752	Supervising administrator will conduct classroom walkthroughs and observations to monitor...	Tanaka, Danielle	8/14/2017	Walkthrough notes, observation feedback, peer observation feedback	5/18/2018 weekly
G5.B3.S2.A1 A382314	Teacher will attend monthly professional learning on Visible Learning, particularly focused on...	Tanaka, Danielle	8/8/2017	Professional Development calendar, rosters of participants in professional learning	5/18/2018 monthly
G7.B2.S2.MA1 M415766	Students will practice writing tasks for DBQs and teacher will collaborate to score samples and...	Little, Keith	10/17/2017	Writing samples, scoring criteria, AP Exam scores	5/18/2018 monthly
G7.B2.S2.MA1 M415767	Supervising administrator will perform classroom walkthroughs and classroom observations. Teachers...	Little, Keith	10/17/2017	Walkthrough notes, observation feedback, common writing samples and scoring criteria	5/18/2018 monthly
G2.B1.S3.MA1 M415729	Students grades and scores on benchmark assessments will be monitored, along with attendance	Wilks, Kathy	10/16/2017	Grade reports, Achieve 3000 data, common assessment data, attendance reports, FSA scores	5/18/2018 monthly
G2.B1.S3.MA1 M415730	A designated administrator will monitor the calendar for mentors meeting with their students	Gilliland, Mark	10/16/2017	Calendar of meetings, lists of mentors assigned to students	5/18/2018 weekly
G2.B1.S3.A1 A382303	Students will be identified after the first grading period who could benefit from a mentor based on...	Gilliland, Mark	10/16/2017		5/18/2018 quarterly
G3.B1.S1.MA1 M415734	The APC, math program specialist, and participating teachers will conduct classroom...	Wilks, Kathy	9/21/2017	Classroom assessments, benchmark assessments, lesson plans, observation notes, collaborative planning notes	5/24/2018 weekly
G3.B1.S1.MA1 M415735	The Asst Principal for Curriculum (APC) will follow up after training by visiting classrooms and...	Wilks, Kathy	9/21/2017	observation notes, lesson plans, collaborative planning notes, feedback using protocol.	5/24/2018 weekly
G1.MA1 M415724	Formative assessment data, Collaboration minutes	Gardner, Cher	10/12/2017	Formative assessment, Collaboration minutes	5/25/2018 quarterly
G2.MA1 M415733	Formative assessment (benchmark data) and Achieve 3000 data will be reviewed to ensure that...	Gardner, Cher	8/21/2017	Feedback from formative assessments, Achieve 3000 Data	5/25/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1 M415743	EOC scores, Benchmark assessments, and course grades will be monitored to determine success of...	Wilks, Kathy	8/14/2017	FSA reports, Benchmark data, grades from ESD	5/25/2018 quarterly
G7.MA1 M415770	The Accelerated Coursework Committee will review progress and data each month to determine success...	Little, Keith	1/8/2018	agenda for Accelerated Coursework meetings; lists and exam scores of students testing; percentage of students earning MOS certification	5/25/2018 monthly
G8.MA1 M415777	Attendance rate, academic grades, discipline referrals, assessment results	Dorn, Brian	8/21/2017	Monthly attendance report, weekly referral reports, drop out reports, quarterly progress reports	5/25/2018 monthly
G2.B2.S1.MA1 M415731	Classroom observations by administration to determine knowledge of standards; teachers will monitor...	Gardner, Cher	8/21/2017	Classroom observations, lesson plans, collaborative planning notes	5/25/2018 weekly
G2.B2.S1.MA1 M415732	Classroom observations by administration; lesson plans submitted weekly; collaborative planning...	Gardner, Cher	8/21/2017	Observations, lesson plans, collaborative planning notes	5/25/2018 weekly
G2.B2.S1.A1 A382304	Teachers will meet collaboratively once per week to share best practices and plan lessons that...	Gardner, Cher	8/21/2017	PLC Collaborative Meeting Agendas/ Outcomes - turned in weekly to administrator.	5/25/2018 weekly
G4.B1.S1.MA1 M415739	Students will be monitored for success in courses	Wilks, Kathy	8/14/2017	Counselors will monitor performance of students in courses based on grades and FSA.	5/25/2018 daily
G4.B1.S1.MA1 M415740	Scheduler will go through rosters to ensure that all level 1 and level 2 math students are placed...	Wilks, Kathy	8/14/2017	FSA reports; Alg 1A rosters	5/25/2018 daily
G4.B1.S1.A1 A382307	Level 1 math students will take year-long Alg 1A course; Level 2 math students will take blocked...	Wilks, Kathy	8/14/2017	Student schedules; student grades; benchmark assessments.	5/25/2018 daily
G5.B1.S1.MA1 M415744	Compare and contrast the success of the implement of the USA Test Prep tools using data notebooks...	Tanaka, Danielle	5/7/2018	At the end of the year teacher meetings, the administrator will collect USA Test Prep data to identify patterns in the implementation of data to drive lesson planning.	5/25/2018 weekly
G5.B1.S1.MA1 M415745	Teachers will meet in their PLC (Professional Learning Committee) to continue collaboration in the...	Tanaka, Danielle	12/8/2017	Weekly PLC team notes will indicate collaboration, use of best practices, and data driven lesson planning.	5/25/2018 weekly
G5.B1.S1.MA2 M415746	Teachers will maintain data charts indicating they have implemented the USA Test Prep tools.	Tanaka, Danielle	12/1/2017	Monthly check-ins will reveal teacher progress in using USA Test Prep tools to gain useful data.	5/25/2018 monthly
G5.B1.S1.A3 A382311	RHS social studies staff will collaborate on the use of the USA Test Prep to access formative data...	Tanaka, Danielle	12/1/2017	Data from USA Test Prep will demonstrate growth. Growth will be indicated on students, standards, and learning objectives.	5/25/2018 weekly
G7.B1.S1.MA1 M415762	The Accelerated Coursework Committee will monitor success-rate of students taking the Microsoft...	Little, Keith	1/8/2018	Success rate of students taking the Microsoft Outlook exam; percentage of students earning MOS certification compared to 2016-17 data.	5/25/2018 monthly
G7.B1.S1.MA1 M415763	Lists of students needing to test on Microsoft Outlook will be reviewed monthly by Accelerated...	Little, Keith	1/8/2018	Lists provided at Accelerated Coursework meetings; rosters of students testing for Microsoft Outlook test	5/25/2018 monthly
G7.B1.S1.A1 A382318	DIT Teachers will identify students who need to take Microsoft Outlook to achieve MOS certification.	Little, Keith	1/8/2018	Lists of students to test for Microsoft Outlook	5/25/2018 monthly
G8.B1.S1.MA1 M415771	Minutes from CARE, SWST, Minutes from weekly administrative team meetings	Dorn, Brian	8/14/2017	Monthly data analysis to determine effectiveness and need for action.	5/25/2018 monthly
G8.B1.S1.MA1 M415772	Weekly Meetings: SWST, CARE, Notes from administrative team meetings	Dorn, Brian	8/14/2017	Minutes from all meetings, attendance reports, discipline reports, Project 10 data	5/25/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S1.A1 A382322	Students who are struggling with academics, behavior or attendance will be monitored by assigned...	Dorn, Brian	8/14/2017	SWST notes, CARE notes, Project 10 minutes, Individual meetings with administrators	5/25/2018 weekly
G1.B5.S4.MA1 M415722	Teachers will refer back to test specs for the FSA Reading and go through a scoring calibration...	Gardner, Cher	10/12/2017	Meeting notes	5/25/2018 one-time
G1.B5.S4.MA1 M415723	Department leaders and administrator(s) will review the development and administration of the...	Gardner, Cher	10/12/2017	Student scores from common assessments	5/25/2018 quarterly
G1.B5.S4.A1 A382298	Common Reading Benchmark Assessment writing	James, Nina	10/12/2017	Common assessment data	5/25/2018 quarterly
G1.B5.S4.A3 A382300	Development of common planning tool for evidence-based writing	Gardner, Cher	10/16/2017	Observational data of teachers and students utilizing planning tool	5/25/2018 one-time
G6.MA1 M415761	Common assessments will be created during CPT and provided to supervision administrator as...	Little, Keith	10/2/2017	Face to face meetings will be scheduled with each teacher twice per year. Informal meetings will take place more often. Meeting notes will document the discussion from each teacher meeting. Each teacher meeting will evaluate the progress each teacher's students, and their work as part of the collaborative planning team. Problems or concerns will be addressed and alternative strategies will be presented as needed during these meetings.	6/1/2018 monthly
G6.B2.S1.MA1 M415755	Supervising administrator will file copies of common assessments, discuss data plans with teachers,...	Little, Keith	10/2/2017	File copies of assessments and data plans will demonstrate implementation. Final FSA data will provide evidence of effectiveness.	6/1/2018 monthly
G6.B2.S1.MA1 M415756	Administration will file copies of newly created common assessments.	Little, Keith	10/2/2017	Copies of common assessments provided to administration will demonstrate that new assessments have been created.	6/1/2018 quarterly
G6.B2.S1.MA2 M415757	Biology teachers will present a data plan to administration at the mid-year review.	Little, Keith	10/2/2017	Provided data implementation plans will demonstrate how teachers are using common assessment data to plan interventions in the classroom.	6/1/2018 one-time
G6.B2.S1.MA3 M415758	Biology teachers will discuss their data plan implementation and effects on student performance at...	Little, Keith	10/2/2017	Opportunity for reflection at final evaluation supports teacher involvement in the process and identifies next steps.	6/1/2018 one-time
G6.B2.S1.A1 A382315	Biology teachers work together to create additional common assessments.	Little, Keith	10/2/2017	Provide a copy of completed common assessments to administration.	6/1/2018 weekly
G5.MA2 M415754	EOC results will indicate a growth.	Tanaka, Danielle	6/15/2018	When reviewing the EOC data, growth will be noted in areas targeted by teachers through the use of USA Test Prep.	6/15/2018 one-time
G7.B2.S1.MA1 M415764	AP teachers and administrator will analyze AP test results to determine achievement in areas...	Little, Keith	8/6/2018	AP exam results with test item analysis	8/6/2018 one-time

V. Professional Development Opportunities

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

G1. FSA READING PROFICIENCY GOAL By the year 2018, there will be a minimum of a four percentage point increase for students demonstrating proficiency on the FSA Reading assessment. This includes 9th and 10th grade students who take the FSA reading test. Our SY 2017 level of proficiency was 66%.

G1.B5 Teachers do not fully understand the depth of knowledge and learning targets embedded in the standards

G1.B5.S2 Provide guidance and professional development on "teacher clarity" and articulating "learning intentions" to students.

PD Opportunity 1

Teachers will attend monthly professional development, along with content area specific training, centered around Visible Learning. Specifically, teachers will focus on teacher clarity- learning intentions, success criteria, learning progressions

Facilitator

Kathy Wilks, Dr. Paul O. Burns, Erin Cox

Participants

English/Reading teachers

Schedule

Monthly, from 8/8/2017 to 5/18/2018

G1.B5.S4 Build reading and writing benchmark assessments and collaboratively review results, giving feedback to peers after administering assessments.

PD Opportunity 1

Common Reading Benchmark Assessment writing

Facilitator

Nina James, Erin Cox, Cher Gardner

Participants

All Reading Teachers

Schedule

Quarterly, from 10/12/2017 to 5/25/2018

PD Opportunity 2

Common Writing Assessment

Facilitator

Nina James, James Minor, Erin Cox, Cher Gardner

Participants

All English 9 and 10 Teachers

Schedule

Semiannually, from 10/16/2017 to 3/9/2018

G2. By the year 2018, there will be a minimum of a four percentage point increase for all students demonstrating an annual learning gain on the FSA Reading assessment. Additionally, by the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile on the FSA Reading assessment. For the SY 2017, 52% of students demonstrated a learning gain; 38% of students in the lowest quartile demonstrated a learning gain.

G2.B1 There are gaps in achievement levels, specifically African-American students

G2.B1.S1 Use of Achieve 3000 Reading program to remediate struggling readers.

PD Opportunity 1

Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards

Facilitator

Catherine Coccozza, Kamala Abbott, Nina James, Christie Gionfriddo

Participants

All Intensive Reading Teachers at RHS.

Schedule

Weekly, from 8/22/2016 to 5/26/2017

G2.B2 Common assessments and PLC's are still at their beginning stages.

G2.B2.S1 Teachers now have common planning time to meet and collaborate with their lessons, Florida State Standards, and prepare formative assessments that model the ELA FSA

PD Opportunity 1

Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards

Facilitator

Erin Cox, Nina James, James Minor, Cher Gardner

Participants

9th/10th Grade ELA Teachers

Schedule

Weekly, from 8/21/2017 to 5/25/2018

G3. MATH EOC PROFICIENCY GOAL: By the year 2018, there will be a minimum of a two percentage point increase for students demonstrating proficiency on the Alg1 or Geometry EOC assessment. For the SY 2017, 79% of students demonstrated proficiency on an EOC assessment.

G3.B1 Students lack the skills and resilience to successfully approach tasks at a higher complexity level.

G3.B1.S1 Teachers will design accountable tasks using Design to Align resources to provide opportunities for productive struggle within lessons.

PD Opportunity 1

Teachers will participate in professional learning with Virginia Alonso on lesson design using Design to Align resources.

Facilitator

Virginia Alonso/ Shannon Fleming

Participants

Alg 1, Alg 2, Geometry Teachers

Schedule

On 9/21/2017

G4. MATH EOC LG GOAL: By the year 2018, there will be a minimum of a four percent increase for all students demonstrating a learning gain on an End of Course (EOC) assessment in Alg 1 or Geometry. Additionally, by the year 2018, there will be a minimum of a four percent increase in learning gains for students in the lowest quartile on the Alg 1 or Geometry EOC assessment. For SY 2018, 61% of students demonstrated a learning gain; 60% of students in the lowest quartile demonstrated a learning gain.

G4.B1 With the change in math standards over the past couple of years, students who already struggled with skill deficits in math are having even more difficulty meeting proficiency levels on the End of Course exam (EOC) in Alg 1 and Geometry

G4.B1.S2 Teachers will use Visible Learning to develop Learning intentions, Success Criteria, and Learning Progressions for classroom lessons.

PD Opportunity 1

Teachers will participate in monthly Visible Learning professional learning, specifically focused on teacher clarity to design learning intentions, success criteria, and learning progressions. This will include content-specific professional learning on Design to Align with Virginia Alonso.

Facilitator

Virginia Alonso, Kathy Wilks, Paul O. Burns, Shannon Fleming

Participants

math teachers

Schedule

Monthly, from 8/8/2017 to 5/18/2018

G5. US HISTORY GOAL: By the year 2018, there will be a two percentage increase for students demonstrating proficiency on the US History EOC. For SY 2018, 74% of students demonstrated proficiency on the US History EOC.

G5.B1 There is a lack of progress monitoring tools including formative assessments used by US History teachers.

G5.B1.S1 The school will purchase USA Test prep for United States History. Teachers will be provided training and collaboration on this use of this program and its implementation to drive lesson planning.

PD Opportunity 1

Training from the USA Test Prep Staff will occur at RHS.

Facilitator

USA Test Prep

Participants

US History, AP Psychology, AP World History, and AP Human Geography teachers.

Schedule

On 11/17/2017

G5.B3 There is inconsistency in use of and scoring Document Based Questions (DBQ) by US History teachers.

G5.B3.S1 Teachers will attend professional development on using and scoring DBQs in the classroom.

PD Opportunity 1

Teacher will attend Professional Development on writing, teaching, and scoring Document Based Questions in the US History and World History classrooms.

Facilitator

Bernadette Bennett

Participants

US History and World History teachers

Schedule

Semiannually, from 10/31/2017 to 11/16/2017

G5.B3.S2 Teachers will use Visible Learning, particularly learning intentions, success criteria, and learning progressions to when designing and delivering lessons in the classroom.

PD Opportunity 1

Teacher will attend monthly professional learning on Visible Learning, particularly focused on Teacher Clarity to develop learning intentions, success criteria, and learning progressions for classroom lessons. Professional learning will also be delivered that is content-specific for US/World History teachers.

Facilitator

Bernadette Bennett, Kathy Wilks, Paul O. Burns

Participants

US History and World History teachers

Schedule

Monthly, from 8/8/2017 to 5/18/2018

G6. BIOLOGY GOAL: By the year 2018, there will be a minimum of a two percentage point increase for students demonstrating proficiency on the Biology EOC. For SY 2017, 73% of students demonstrated proficiency on the Biology EOC.

G6.B3 Students are unable to articulate what they are learning, why they are learning it, and what success looks like.

G6.B3.S1 Teachers will use Learning Intentions, Success Criteria, and Learning Progressions in classroom lessons.

PD Opportunity 1

Teachers will participate in monthly professional learning on Visible Learning, particularly focused on Teacher Clarity to learn how to write learning intentions, success criteria, and learning progressions for course standards. Teachers will also participate in content-specific professional learning in Biology to design lessons and common assessments.

Facilitator

Ryan Miller, Kathy Wilks, Paul O. Burns

Participants

Biology teachers

Schedule

Monthly, from 8/8/2017 to 5/18/2018

G7. ACCELERATED COURSEWORK GOAL: By the year 2018, there will be a four percent increase in students identified as successfully completing at least one Accelerated Course during their 4 years of high school. For SY 2017, 60% of students successfully completed at least one Accelerated Course before graduation.

G7.B2 Student performance on AP assessments, while surpassing the state and global averages, have been stagnate the last three years.

G7.B2.S2 AP Teachers in US, European, and World History will participate in professional learning to design and score Document Based Questions (DBQ).

PD Opportunity 1

Teachers of AP US History, World History, and European History will participate in professional learning on writing and scoring DBQs.

Facilitator

Dr. Don Baeszler

Participants

AP US, World, and European Teachers

Schedule

On 10/17/2017

G8. SUPPORTIVE ENVIRONMENT GOAL: By the year 2018, there will be positive gain in key indicators related to a supportive environment such as, graduation rate, dropout rate, suspension rate, attendance, and points earned towards school grade.

G8.B2 Riverview does not have an established PBIS program in place

G8.B2.S1 Riverview will develop a PBIS system to promote positive behavior and address concerns on campus.

PD Opportunity 1

The PBIS committee will attend 3 days of professional development at the district level to assist in developing and implementing PBIS at the school level.

Facilitator

Dawn Clayton

Participants

PBIS committee

Schedule

Triannually, from 11/1/2017 to 5/18/2018

VI. Technical Assistance Items

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

G1. FSA READING PROFICIENCY GOAL By the year 2018, there will be a minimum of a four percentage point increase for students demonstrating proficiency on the FSA Reading assessment. This includes 9th and 10th grade students who take the FSA reading test. Our SY 2017 level of proficiency was 66%.

G1.B5 Teachers do not fully understand the depth of knowledge and learning targets embedded in the standards

G1.B5.S4 Build reading and writing benchmark assessments and collaboratively review results, giving feedback to peers after administering assessments.

TA Opportunity 1

Development of common planning tool for evidence-based writing

Facilitator

Nina James, James Minor, Cher Gardner

Participants

All English 9 and 10 and all Intensive Language Arts teachers

Schedule

On 5/25/2018

VII. Budget

1	G1.B5.S2.A1	Teachers will attend monthly professional development, along with content area specific training, centered around Visible Learning. Specifically, teachers will focus on teacher clarity- learning intentions, success criteria, learning progressions	\$0.00
2	G1.B5.S4.A1	Common Reading Benchmark Assessment writing	\$0.00
3	G1.B5.S4.A2	Common Writing Assessment	\$0.00
4	G1.B5.S4.A3	Development of common planning tool for evidence-based writing	\$0.00
5	G2.B1.S1.A1	Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards	\$0.00
6	G2.B1.S2.A1	Student who score level 1 or level 2 on FSA are scheduled into Intensive Language Arts course	\$0.00
7	G2.B1.S3.A1	Students will be identified after the first grading period who could benefit from a mentor based on grades and attendance.	\$0.00
8	G2.B2.S1.A1	Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards	\$0.00
9	G3.B1.S1.A1	Teachers will participate in professional learning with Virginia Alonso on lesson design using Design to Align resources.	\$0.00

10	G3.B3.S1.A1	Students will be identified through attendance and grade reports who could benefit from the additional support of a mentor.	\$0.00
11	G4.B1.S1.A1	Level 1 math students will take year-long Alg 1A course; Level 2 math students will take blocked Alg 1A/1B courses.	\$0.00
12	G4.B1.S2.A1	Teachers will participate in monthly Visible Learning professional learning, specifically focused on teacher clarity to design learning intentions, success criteria, and learning progressions. This will include content-specific professional learning on Design to Align with Virginia Alonso.	\$0.00
13	G5.B1.S1.A1	RHS will purchase USA Test Prep.	\$0.00
14	G5.B1.S1.A2	Training from the USA Test Prep Staff will occur at RHS.	\$0.00
15	G5.B1.S1.A3	RHS social studies staff will collaborate on the use of the USA Test Prep to access formative data and use data to drive lesson planning.	\$0.00
16	G5.B3.S1.A1	Teacher will attend Professional Development on writing, teaching, and scoring Document Based Questions in the US History and World History classrooms.	\$0.00
17	G5.B3.S2.A1	Teacher will attend monthly professional learning on Visible Learning, particularly focused on Teacher Clarity to develop learning intentions, success criteria, and learning progressions for classroom lessons. Professional learning will also be delivered that is content-specific for US/World History teachers.	\$0.00
18	G6.B2.S1.A1	Biology teachers work together to create additional common assessments.	\$0.00
19	G6.B2.S1.A2	Biology teachers use common planning time (CPT) to analyze data from district benchmarks as well as additional common assessments.	\$0.00
20	G6.B3.S1.A1	Teachers will participate in monthly professional learning on Visible Learning, particularly focused on Teacher Clarity to learn how to write learning intentions, success criteria, and learning progressions for course standards. Teachers will also participate in content-specific professional learning in Biology to design lessons and common assessments.	\$0.00
21	G7.B1.S1.A1	DIT Teachers will identify students who need to take Microsoft Outlook to achieve MOS certification.	\$0.00
22	G7.B2.S1.A1	Teachers will meet to review data from prior year in addition to test-item analysis to identify areas of strengths and areas of improvement	\$0.00
23	G7.B2.S2.A1	Teachers of AP US History, World History, and European History will participate in professional learning on writing and scoring DBQs.	\$0.00
24	G7.B3.S1.A1	Counselors and IB coordinator will identify students to recommend for IB Lang and Lit for the 11th/12th grade years.	\$0.00
25	G8.B1.S1.A1	Students who are struggling with academics, behavior or attendance will be monitored by assigned counselor and administrator	\$0.00
26	G8.B1.S1.A2	Students who do not respond to classroom interventions will be referred to counselor and administrator for further assistance	\$0.00
27	G8.B1.S1.A3	Students who do not respond to interventions by the counselor and administrator will be referred to School-Wide Support Team (SWST) for additional support. This may result in a home visit, CARE meeting, assignment of a mentor, or other identified interventions determined by the SWST.	\$0.00

28	G8.B2.S1.A1	A PBIS committee will be created by the Assistant Principal of Administration (APA) to develop a system of communicating, monitoring, and supporting an environment at the school based on expectations for behavior.	\$0.00
29	G8.B2.S1.A2	The PBIS committee will attend 3 days of professional development at the district level to assist in developing and implementing PBIS at the school level.	\$0.00
30	G8.B4.S1.A1	Senior checks by guidance counselors	\$0.00
31	G8.B4.S1.A2	Use of APEX courses to assist students who are short in credits or need to improve GPA	\$0.00
32	G8.B4.S1.A3	Project 10 meetings to monitor and intervene with students who are at risk of not graduating.	\$0.00
33	G8.B4.S1.A4	Provide Reading FSA and Alg 1 EOC bootcamps for seniors who have not passed the state required assessments for graduation	\$0.00
Total:			\$0.00