

Sarasota County Schools

# Riverview High School



## 2019-20 Schoolwide Improvement Plan

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# Riverview High School

1 RAM WAY, Sarasota, FL 34231

[www.sarasotacountyschools.net/riverview](http://www.sarasotacountyschools.net/riverview)

## Demographics

Principal: Erin Haughey

Start Date for this Principal: 6/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	39%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (66%) 2017-18: A (68%) 2016-17: A (65%) 2015-16: A (62%) 2014-15: A (73%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Sarasota County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### 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. 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.

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### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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. 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: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Assistant Principal		
Wilks, Kathy	Assistant Principal	Master Schedule Curricular Appeals Guidance 504s Curriculum School Grade Goals SIP PD Planning Accelerated Coursework SCIP SACS CASI Testing ILT Textbook Adoption Student Success Center FLVS/SVA Twitter/Facebook Naviance Student Progression Plan
Little, Keith	Assistant Principal	IB Program <ul style="list-style-type: none"> <li>• DP &amp; CP</li> <li>• Honor Council</li> <li>• Leadership Team</li> <li>• Discipline</li> </ul> AP Program Transportation Exchange Students Fixed Assets Project 10 Website Substitute Teachers Ringling Town Hall
Gardner, Cher	Assistant Principal	Teen Parent Program Children First Partnership ILT Student Planners Take Stock in Children United Way Campaign Volunteers Staff/Student Handbooks Health Screenings <ul style="list-style-type: none"> <li>• (Hgt/Wgt)</li> </ul> Clinic



Name	Title	Job Duties and Responsibilities
Del Castillo, Erin	Principal	Budget/Finance FTE Communications PD Planning Business/Community Partners SAC Principal's Cabinet Teacher/Staff Assistance Graduation IBPO RHS Foundation SIP Staff & Dept Meetings ILT IB E2 Initiative North County Outreach Social Committee Field Trips Marquee
Wachter, Glenn	Assistant Principal	Food Bank First Step Counselor IND SPIN Event Graduation Critical Incident Drills Cafeteria Connect Ed Messages Facilities/Work Orders 5 Day Count Campus Tours Facility Services Orientations Open House Facilitron ESOL
Rumph, Greg	Assistant Principal	Technology • TEL Studio • Laptop Carts • Texcellence Media Center Textbook Distribution & Fines Announcements Mentoring Programs PBIS/HERO CTE Freshmen Transition EBD Ram News

Name	Title	Job Duties and Responsibilities
Lorenz, Jay	Assistant Principal	Critical Incident Plan Alt Education Safety & Security SESIR Athletics Discipline Appeals School Events School Calendar Parking Supervision Schedule Shelter Manager Lockers EBD Project 10 CARE/SWST Restorative Practices PBIS APEX Advisory Student Activities Facilitron Attendance/Licenses

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	631	692	698	554	2575
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	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	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	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 with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	23	28	27	4	82
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	19	17	8	52

**FTE units allocated to school (total number of teacher units)**

152

**Date this data was collected or last updated**

Sunday 8/18/2019

**Prior Year - As Reported****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	127	163	158	233	681
One or more suspensions	0	0	0	0	0	0	0	0	0	48	34	25	24	131
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	67	69	51	7	194
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	116	79	6	3	204
	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	55	45	17	12	129

**Prior Year - Updated****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	135	142	144	143	564
One or more suspensions	0	0	0	0	0	0	0	0	0	44	55	34	24	157
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	87	136	132	79	434
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	87	132	94	3	316
	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	103	155	133	126	517

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	69%	67%	56%	66%	63%	53%
ELA Learning Gains	54%	53%	51%	52%	53%	49%
ELA Lowest 25th Percentile	43%	46%	42%	38%	43%	41%
Math Achievement	68%	63%	51%	79%	62%	49%
Math Learning Gains	57%	51%	48%	61%	46%	44%
Math Lowest 25th Percentile	53%	48%	45%	60%	41%	39%
Science Achievement	78%	78%	68%	73%	68%	65%
Social Studies Achievement	78%	81%	73%	74%	76%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	631 (0)	692 (0)	698 (0)	554 (0)	2575 (0)
Attendance below 90 percent	0 (127)	0 (163)	0 (158)	0 (233)	0 (681)
One or more suspensions	0 (48)	0 (34)	0 (25)	0 (24)	0 (131)
Course failure in ELA or Math	0 (67)	0 (69)	0 (51)	0 (7)	0 (194)
Level 1 on statewide assessment	0 (116)	0 (79)	0 (6)	0 (3)	0 (204)
	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)
	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)
	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)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	70%	65%	5%	55%	15%
	2018	68%	66%	2%	53%	15%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	66%	63%	3%	53%	13%
	2018	68%	65%	3%	53%	15%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	77%	0%	67%	10%
2018	77%	75%	2%	65%	12%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	77%	-2%	70%	5%
2018	73%	76%	-3%	68%	5%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	51%	73%	-22%	61%	-10%
2018	69%	77%	-8%	62%	7%
Compare		-18%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	69%	4%	57%	16%
2018	75%	71%	4%	56%	19%
Compare		-2%			

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	28	31	31	48	48	39	39		80	18
ELL	32	51	53	35	54	42	52	48		69	60
ASN	79	59		80	65		87			96	73
BLK	25	42	35	30	50	47	31	45		76	24
HSP	56	54	52	56	54	52	72	68		88	63
MUL	59	43	37	65	55	50	64	86		100	52
WHT	76	56	44	74	58	54	85	83		93	69
FRL	51	51	43	56	52	54	65	66		87	47
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	30	27	36	52	50	38	35		71	25
ELL	36	45	44	55	68	75	60	53		79	42
ASN	88	61		86	84		92	83		94	81
BLK	26	33	27	31	30	27	40	41		57	35
HSP	62	53	44	68	60	69	69	72		78	63
MUL	59	55	45	77	65	83	71	76		81	71
WHT	77	65	49	81	63	63	86	81		90	71
FRL	55	49	35	60	55	56	69	68		76	57
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	30	29	20	34	27	25	36		69	7
ELL	30	44	47	61	51	44	55	36		56	39
ASN	87	69		93	71		94	82		93	86
BLK	22	34	26	38	39	38	32	35		66	16
HSP	59	46	35	70	60	55	64	70		76	48
MUL	63	61	53	79	54	55	52	67		79	55

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	72	55	42	84	63	67	80	81		88	65
FRL	48	45	34	66	54	57	59	60		73	41

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	719
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO



Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Our ELA lowest quartile learning gains went up by 1% this year for a 43% overall average. Although we saw an increase in this number, it is still our most challenging data point due to departmental transition, transition in leadership over the department, lack of qualified Reading applicants and inconsistent use of progress monitoring tools.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Math Achievement dropped from 75 to 68% and the Lowest Qtl Learning Gains for math dropped from 60 to 53%. This was a result primarily of the middle school feeders increasing the number of students taking Alg 1 in 8th grade. The remaining population that takes Alg 1 at the 9th grade level is predominantly made up of level 1 and 2 students on the 8th grade FSA math.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

RHS is above the state average in all tested areas; the closest RHS is to state average is in Learning Gains in ELA with a difference of 1%. While other comprehensive high schools in the district also saw a slight decline in learning gains, the State also saw a 2% decline in LQ Learning Gains as well as overall Learning Gains in ELA. Looking at our overall learning gains, there are five subgroups below the average (54%). Black 42%; Multiracial 43%; ELL 51%; SES 51%; SWD 28%. Our lowest data point is SWD, which is our only ESSA support category.

**Which data component showed the most improvement? What new actions did your school take in this area?**

RHS showed a 2% increase in Social Studies achievement. New actions taken included:

1. A two-day professional development on Universal Design for Learning (UDL) where teachers used political cartoons to create lessons with common elements and met the agreed upon standards. Teachers were able to visit each others classrooms and observe the lessons in action.
2. Test-item specification training was held for all U.S. History teachers. Focused on increasing teacher understanding of rationale behind the creation of U.S. History EOC assessment items and how to create classroom assessment items based on EOC requirements.
3. Social Studies pre-test, Benchmark 1 and Benchmark 2 data were broken down and analyzed for areas in need of intervention.
4. U.S. History teachers worked together to create a common EOC review document. The document was compiled and utilized by all teachers in preparation for the EOC.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Students who are level 1 in math and/or reading increased from 204 to 316 students from 2018 to 2019.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Students with disabilities- 17% proficiency in ELA compared to 69% schoolwide,
2. Students with disabilities- 31% proficiency in Math compared to 68% schoolwide
3. Algebra 1 EOC- there was a 19% decrease from 2018 to 2019 in students demonstrating proficiency
4. Students with 1 or more suspensions increased from 131 in 2018 to 157 in 2019
5. Students with disabilities - 28% for learning gains in ELA compared to 54% schoolwide

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Students with 1 or more suspensions
<b>Rationale</b>	<p>When students are not in school, their academic performance suffers. While safety and security on the school campus is our number one priority, Riverview plans to decrease the number of students being assigned to one or more out of school suspensions. By reducing the number of students assigned to one or more out of school suspensions, through the use of programs alternative to suspension, we anticipate an increased level of student academic achievement both in terms of student classroom grades and performance on end of course and standardized assessments.</p> <p>The out of school suspension data from 2019 showed the following:  Total number of OSS days assigned (8/13/18 – 5/24/19) = 559  - 62 days of OSS between 4/15/19 and 5/24/19</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>Total number of incidents resulting in OSS during 2019 = 170  Total number of students being assigned to one or more OSS = 135</p> <ul style="list-style-type: none"> <li>• Current enrollment at RHS = 2536 students (not counting babies)</li> <li>• 135 students = 5.3% of the RHS student population</li> </ul> <p>Of the 135 students who received an OSS:</p> <ul style="list-style-type: none"> <li>• 109 students received this consequence only one time (81% of the overall)</li> <li>• 26 students had two or more suspensions (19% of the overall)</li> </ul> <p>Our goal for the 2020 school year is to see a 10% reduction in each of the areas identified above</p>
<b>Person responsible for monitoring outcome</b>	Jay Lorenz (jay.lorenz@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	<p>Our goal of a 10% reduction in terms of the number of students being placed on one or more days of out of school suspension will be achieved through the combined use of the following evidence based strategies:</p> <ul style="list-style-type: none"> <li>- Programs alternative to suspension</li> <li>- Restorative circles and other restorative practices</li> <li>- Peer counseling and peer mediation</li> <li>- In School Restriction</li> <li>- Drug/Alcohol and mental health counseling on site</li> <li>- Early intervention and progress monitoring</li> <li>- Increased levels of student supervision (extra campus monitor)</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	<p>Riverview does not believe that any one strategy alone will allow us to achieve our goal of a 10% reduction in the number of students being assigned to one or more days of suspension. Therefore, we will use a combination of all strategies listed above based on the individual situation. For issues dealing with drugs and/or alcohol, we will utilize our first step counselor to provide intervention. For issues dealing with disruptive behavior in classrooms we will utilize our in school restriction program. Peer counseling and peer mediation will be used to deal with incidents involving inappropriate peer interactions. Above all else, we will make effort to see the problem before it takes place (early intervention) and provide support before the incident rises to the level of the need for suspension.</p>

**Action Step****Description**

1. Drug and alcohol: Maintain functional partnership with First Step and their counselor Markee Teal. Provide this counselor with an office and support his efforts to work with students campus wide. Support his efforts to establish a strong D-FY program on the RHS campus.
2. Supervision: Hire and pay for an extra campus monitor. Assign this new monitor to areas of campus in which prior incidents have occurred. Require all staff to be at their classroom doors during transition. Train support staff in how to use our new video camera system.
3. In School Restriction: Re-evaluate current ISR practices and work with ISR staff to increase the academic component of the program. When students need to be separated from the rest of the students on campus, they can be placed into the ISR room. It is important that ISR have copies of all textbooks and other resources that students would use on a daily basis if still in regular classes. It is also important that ISR have functioning computers so that students may work on APEX or Virtual courses as need be.
4. Restorative practices: To date, several staff members have been trained in both restorative practices and restorative circles. These programs allow us to help students work through personal conflicts with others in a productive and meaningful way. We will increase the number of staff who are trained in the use of these strategies and provide further training for those who may need a refresher course. Peer counseling and peer mediation will also be used as needed to help work through social/emotional issues. Training will be provided to those students who wish to be involved with these new programs.
5. Above all else, all admin, school counselors and support staff will get to know our students from day one. We will maintain open lines of communication with parents and families, and will maintain an open door policy for students. The hope is that students will come and seek assistance from a trusted adult prior to engaging in behavior that may, in the past, have resulted in a student being suspended. We believe that through a combined use of all strategies listed above, on a case by case basis, we will be able to achieve a 10% reduction in the number of students being assigned to one or more days of out of school suspension.
6. Peer Counseling will be offered in order to proactively work with students who may need support with conflict resolution or making good choices. Peer Counselors will be assigned to work with counselor/administration teams to add an additional layer of support.
7. RHS has added a part-time mental health counselor to work with students who need intensive support.
8. RHS has contracted with a consultant who works with students and groups on a weekly basis regarding making positive decisions.

**Person Responsible**

Jay Lorenz (jay.lorenz@sarasotacountychools.net)

#2	
<b>Title</b>	Attendance
<b>Rationale</b>	Student attendance rate is important because students are more likely to be successfully academically when they attend school consistently. It is often difficult for the teacher to build the student skills and progress if they are frequently absent. During 2018-19, of the 2,536 students who attended Riverview, 564 students were considered to have moderate to chronic absences of 9 days or more for the school. This made up 22.2% of the total student population.
<b>State the measurable outcome the school plans to achieve</b>	10% reduction in the number of moderate to chronic absences for the 2019-20 school year.
<b>Person responsible for monitoring outcome</b>	Jay Lorenz (jay.lorenz@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	<p>Our goal of 10% reduction in moderate to chronic absenteeism among students will be achieved by the use of the following evidence based strategies:</p> <ul style="list-style-type: none"> <li>- Daily phone call to parents notifying them there son or daughter has been absent</li> <li>- Contact with parents through phone call/conferences</li> <li>- Administrator Follow up with students and parents</li> <li>- Notice mailed home to parents documenting the absences</li> <li>- Referral to SWST</li> <li>- Positive Behavior Support for students who have good attendance</li> <li>- Use of Hero tracking data to identify and track students while also positively rewarded those who deserve it.</li> <li>- Service referrals by Social Worker</li> <li>- Case Staffing</li> <li>- Second Chance Agreements</li> <li>- Monthly/Quarterly/Semester attendance data analysis</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	By working together as a collective team, RHS will be able to identify and work with the students who have moderate to chronic absenteeism. Communication with students and parents will be critical to success, along with following county and state mandated attendance policies.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teacher calls home after three absences</li> <li>2. Administrator meets with student and calls parent to discuss concerns before reaching 9 day letter.</li> <li>3. Referral to SWST by school counselor/administrator.</li> <li>4. PBIS initiatives for good attendance.</li> <li>5. Hero program used for tracking and low-level positive and negative consequences.</li> </ol>
<b>Person Responsible</b>	Jay Lorenz (jay.lorenz@sarasotacountyschools.net)

#3	
<b>Title</b>	SWD ELA Proficiency, LG, LQ LG
<b>Rationale</b>	The Students With Disabilities subgroup greatly underperforms and does not adequately make learning gains as compared the the whole school and other subgroups within the school.
<b>State the measurable outcome the school plans to achieve</b>	25 % of SWD will achieve proficiency on FSA ELA; 33% of SWD will make a Learning Gain; 40% of SWD in the Lowest Quartile will make learning gains.
<b>Person responsible for monitoring outcome</b>	Cher Gardner (cher.gardner@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Teachers will consistently use USA Test Prep and Achieve 3000 to progress monitor. ELA teachers will monitor FSA-style writing with two benchmark writing assessments. An aide is working in the ESE Reading classroom to provide additional support. Students and teachers will utilize newly released Young Adult (YA) texts to increase access to high-engagement text. Students are identified for mentoring program. A Reading-certified teacher is providing additional instructional and intervention support for SWD in a Unique Skills course.
<b>Rationale for Evidence-based Strategy</b>	USA Test Prep, Achieve 3000 and writing benchmarks are all aligned to standards and the FSA. Having additional personnel in the Reading classroom lowers the teacher to student ratio, providing more small group and one-on-one intervention opportunities. Research shows that when students are provided with choice when it come to text selection, they are more engaged as readers and are open to instruction using said texts and diverse texts.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Achieve 3000 representative provides routine training and support</li> <li>2. Master schedule allows for common planning for ELA teachers in grades 9 and 10</li> <li>3. ELA/ILA teachers will received training on Tier 2 and 3 reading interventions by district program specialist</li> <li>4. Teachers will score writing benchmarks collaboratively</li> <li>5. Use of Microsoft Teams within the department to collaborate around data, lesson planning and instructional strategies</li> <li>6. ELA teachers will participate in training on disciplinary literacy and Tier 2 interventions with the district program specialist.</li> <li>7. Most SWD students are scheduled into a Pre-IB English 1 section with supports.</li> </ol>
<b>Person Responsible</b>	Cher Gardner (cher.gardner@sarasotacountyschools.net)



#4	
<b>Title</b>	SWD Math Proficiency, LG, LQ LG
<b>Rationale</b>	<p>The Students With Disabilities (SWD) subgroup is significantly lower in the area of proficiency and learning gains in the area of mathematics when compared to the school as a whole.</p> <p>Schoolwide Proficiency: 68%; SWD Proficiency: 31%  Schoolwide Learning Gains: 57%; SWD Learning gains: 48%</p>
<b>State the measurable outcome the school plans to achieve</b>	35% of SWD will achieve proficiency on either the Alg 1 EOC or the Geometry EOC; 52% of SWD will demonstrate learning gains as well as 52% of the LQ will demonstrate learning gains on the Alg 1 or Geometry EOC.
<b>Person responsible for monitoring outcome</b>	Kathy Wilks (kathy.wilks@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Students with disabilities are placed with an ESE certified teacher based on the student's Individualized Education Plan. The teacher provides Direct Instruction in the Alg 1 or Geometry classroom, which may include small group instruction, cuing & prompting, scaffolding of instruction during lessons, extended time on assessments, etc. In addition to providing accommodations based on the students' IEPs, class sizes are maintained at a lower cap as well as teachers assigned to PLCs for collaboration.
<b>Rationale for Evidence-based Strategy</b>	Students are placed with ESE teachers based on their IEP and/or if they were level 1 on the 8th grade FSA Math or Alg 1 EOC during the prior year. The Algebra curriculum is taught over a 2 year pd, allowing students time to master concepts while receiving remediation for identified deficits.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students with IEP's and/or those who score level 1 on the 8th grade EOC are placed in a year-long Alg 1A and year-long Alg 1B course with an ESE certified math teacher.</li> <li>2. Alg 1A/1B teachers are in a PLC with common planning to share data, resources, strategies.</li> <li>3. RHS is utilizing Microsoft Teams to assist with collaboration among teachers</li> <li>4. Teachers will participate in professional learning centered around lesson design and mathematical literacy as well as Social Emotional Learning.</li> <li>5. Addition of Unique Skills this year for students who need additional support with organizational, study skills.</li> </ol>
<b>Person Responsible</b>	Kathy Wilks (kathy.wilks@sarasotacountyschools.net)



#5	
<b>Title</b>	Biology EOC
<b>Rationale</b>	Riverview High School students achieved a pass rate of 78% on the 2019 Biology EOC. Riverview students achieved a 78% pass rate on the 2018 biology EOC as well. This means that we were able to maintain our pass rate but we did not see any growth that score. Maintaining is good but we would like to see growth in terms of the number of students passing the biology EOC.
<b>State the measurable outcome the school plans to achieve</b>	Riverview High School intends to raise our pass rate on the biology EOC by 2% during the current year. We anticipate a total pass rate of 80% at the end of the 2020 school year.
<b>Person responsible for monitoring outcome</b>	Glenn Wachter (glenn.wachter@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	<p>Riverview High School will implement the following strategies to help our students show a 2% gain on the biology EOC pass rate for the 2020 school year:</p> <ul style="list-style-type: none"> <li>- Environmental Science course prior to taking biology for those who may struggle with reading</li> <li>- In depth analysis of the data from the 2019 EOC results looking at patterns among the subsections</li> <li>- Use of common formative assessments across the department</li> <li>- Use of visible learning strategies in all biology classrooms</li> <li>- Progress monitoring and feedback to teachers on a regular basis</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	We believe that our goal of a 2% gain on Biology EOC scores can be obtained through the combined use of all strategies outlined above.
<b>Action Step</b>	
<b>Description</b>	<p>1. For many years, students who struggled with reading were assigned to a physical science class when they arrived at Riverview High School. While this was a good course, the standards from physical science did not align well with the standards from Biology. Over the past two years, RHS teachers have conducted a detailed analysis of the environmental science standards and find that they align very well with many of the biology standards. Having students take Environmental Science prior to taking Biology will provide them with a framework into which the biology concepts can be readily stored and will thus increase achievement on the biology EOC.</p> <p>2. There are three sub-sections on the Biology EOC. Student performance data from 2019 will be shared with biology teachers and this data will include information related to student performance on each of these sub-sections. Teachers will review this data during their PLC time and will look for patterns that exist. Once patterns are identified, teachers will review their individual lesson plans to look for areas that need extra attention in the classroom.</p> <p>3. This year, Riverview Biology teachers will make use of two common formative assessments during the course of the year. The results from these assessments will be shared with all biology teachers and each teacher will be asked to conduct an item analysis of their student's data. Based on the analysis of this data, re-teaching strategies will be</p>

implemented.

4. All RHS biology teachers are expected to maintain the use of visible learning strategies in their classrooms on a daily basis. Each teacher is expected to post a daily learning intention, to reference this intention at the start of instruction and throughout the lesson, and also to establish the relevance of the lesson in terms of prior student knowledge. We believe that with a clearly stated learning intention and a clearly established relevance statement, student retention will increase and that will be reflected in a higher pass rate on the EOC.

5. Administration will make multiple visits to each biology teacher on a regular basis. The goal for this year is to make ten visits to each room (five per semester). Following each visit, administration will provide the teacher with feedback related to the practices observed in the classroom. This feedback will be provided either through a face to face discussion or in writing as needed.

6. Biology teachers will participate in disciplinary literacy professional development with the district science program specialist.

**Person  
Responsible**

Glenn Wachter (glenn.wachter@sarasotacountyschools.net)

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#6	
<b>Title</b>	Alg 1 and Geometry EOC
<b>Rationale</b>	Riverview High School (RHS) had a drop in math proficiency of 7% and a decrease in learning gains (LG) of 4% with the Lowest Quartile (LQ) decreasing in LG by 7%. Particularly, RHS saw a 19% decrease in proficiency on the Alg 1 EOC. While RHS remains one of the highest performing schools in the district in math proficiency and learning gains, it is an area that needs attention to address the decline.
<b>State the measurable outcome the school plans to achieve</b>	RHS plans to see a 4% increase in proficiency, LG and LQ for the 19-20 school year with 72% proficiency, 61% LG, and 57% LQ. These scores are based on the Alg 1 and Geometry End of Course exams.
<b>Person responsible for monitoring outcome</b>	Kathy Wilks (kathy.wilks@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Teachers will collaborate to create lessons and assessments in their content areas, particularly Alg 1 and Geometry. Each teacher is assigned to a PLC with common planning time. In addition, we are utilizing Microsoft Teams to support PLC's in their collaboration by making it easier for them to share ideas and resources. Teachers will also participate in professional learning centered around lesson design and mathematical literacy as well as Social Emotional Learning. Additionally, students are scheduled into appropriate math classes to provide maximum support based on prior year's data.
<b>Rationale for Evidence-based Strategy</b>	There is strong evidence that collaboration has a significant impact on student learning. The effect size for Collective Teacher Efficacy is 1.57, which is nearly 4 times a year's growth. This not only depends on teachers having the time to collaborate but also in them having the belief that by working together and sharing data and ideas, they are able to make a difference with their students as a collective group.
<b>Action Step</b>	
<b>Description</b>	1) Common planning for Alg 1 & Geometry- teachers will work in collaborative planning teams once per week to design lessons and assessments based on student data. PLC's are set up in Microsoft TEAMS to facilitate collaboration.
	2) Teachers will participate in professional learning focused on Social-Emotional Learning and implement strategies that support SEL in the classroom.
	3) Teachers from each Alg 1A/1B, Alg 1 and Geometry PLC will participate in ongoing professional development, to collaborate, share ideas, and build lesson plans. It will then culminate with instructional rounds to see other teachers in action. Teachers will explore disciplinary literacy in the math classroom, as well as maximizing math mentality.
	4) Alg 1 and 1A/1B teachers will utilize Math IXL to allow students to practice and strengthen math skills. Teachers will also begin to use USA Test Prep to design assignments and assessments based on course standards. Teachers will spend more time on tested skills while blending basic skill remediation into lessons where needed.
	5) Students who scored a level 1 on the 8th grade Math FSA were placed in a year-long Alg 1A class with a certified ESE teacher to allow time for remediation on deficient skills

and development of algebraic skills. These students will continue next year in a year-long Alg 1B class to continue support.

6) Students who scored a level 2 on the 8th grade Math FSA were placed in a blocked Alg 1A/1B class to allow additional time for remediation on deficient skills and development of algebraic skills. At the end of the year, these students will earn 2 math credits while completing their Alg 1 course requirement for graduation.

7) Students who made a D in Alg 1/1B and/or failed the Alg 1 EOC last year were placed in a Liberal Arts Math class this year to provide opportunity for development of Algebra skills, introduction to geometry concepts, and remediation for the Alg 1 EOC. These students will loop with the same teacher for LAM and Geometry.

8) Students who failed the Alg 1 EOC more than twice were placed in an Intensive Math class as a junior or senior to provide additional remediation for Alg 1 skills. The students who have been unsuccessful on the Alg 1 EOC will participate in PERT bootcamps at the 11th and 12th grade levels before taking the PERT for a concordant score for the Alg 1 EOC.

9) Ramp it Up tutoring is available twice per week after school for students needing additional support in mathematics.

10) Teachers will assess student learning through assessments created within collaborative planning time as well as quarterly district benchmark testing.

**Person Responsible** Kathy Wilks (kathy.wilks@sarasotacountyschools.net)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

RHS maintains relationships in the community through multiple partnerships. This includes the Sarasota Housing Authority, Faces of Accomplishment, Take Stock in Children, Big Brothers/Big Sisters, Girls Inc, Y-Achievers, Children First, Forty Carrots, Healthy Start, and FLDOH. RHS builds school-parent relationships through IBPO, SAC, weekly emails to parents, school newsletter, Open House, and SPIN Night. RHS builds community among students through Principal Cabinets, class meetings, student orientations, mentoring programs, IB community days, case management, First Step advisor, Teen

Court, Freshman Celebration, APEX recognitions, College Day, Career Day, the Education Foundation Student Success Center and FAFSA Night.

### **PFEF Link**

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

### **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.**

Students at RHS are supported socially & emotionally through multiple areas. At the beginning of the school year, all staff participated in required Kognito training, which addresses mental health awareness. Teachers are participating in monthly professional learning based on the social-emotional needs of their students. This training includes strategies and resources that allow teachers to provide classrooms that are student-centered and built upon relationships. The curriculum for Social-Emotional Learning is being delivered and supported through the Freshman Transition class, which supports approximately 300 freshmen each year. Additionally, Riverview has added a Peer Counseling course with a group of students who will participate in peer counseling and mediation by being paired with an administrator and counselor for one period each day. These students will assist with offering restorative opportunities for students in lieu of discipline or in need of additional support. All students will also participate in 5 hours of Mental Health instruction, which is being developed by the district and will be delivered through a classes each month. Riverview has also partnered with Dr. Godfrey, a counselor specializing in this area to work with our staff and students during the year based on these needs. In addition, Riverview has a full-time counselor through First Step to assist students struggling with substance abuse issues, as well as issues affecting the students' ability to be successful in and out of school. This counselor sponsors the DFY Club, which supports drug-free youth and now has over 500 members on campus. Riverview is also adding a part-time Mental Health counselor to work with students who are in need of additional support.

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

As freshmen enter Riverview, they are automatically assigned a Freshman Transition course unless they are already part of a small-learning community, such as, band, JROTC, IB, etc. This course focuses on transitioning into high school and the culture and traditions of Riverview, while also delivering the curriculum on Social-Emotional Learning. Additionally, Riverview sponsors a Papillion Club and Connections Club which are geared towards pairing older students with incoming students to assist with transitioning and connecting to the school. Every student is assigned a counselor based on their last name who they meet with during scheduling or when needs arise. For students who are entering based on one of our specialized programs (Teen Parent Program, Emotional-Behavioral Disorder (EBD) Unit, Alternative placement), a transition meeting is held with the staff who will be working to support the student. Riverview has a full-time social worker assigned to our Teen Parent Program as well as a full-time Behavior Specialist assigned to our EBD unit. If a student is transitioning from alternative placement due to discipline issues, a transition meeting is held with our Assistant Principal of Administration before re-entering RHS.

### **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 HS works with the district regarding the budget for the school each year. Staffing is based on number of courses needed to schedule students and programmatic needs. Riverview houses an International Baccalaureate (IB) program, a Teen Parent Program, and a Behavioral Unit. The IB

program supports staffing and training through funds earned through IB testing. The Teen Parent Program is budgeted by the district along with grants based on number of teen parents. The Behavioral Unit is also funded by the district based on needs for the unit. The administrative team oversees various areas and programs, as identified in Section 1- School Information. This includes Project 10, Accelerated Coursework, Safety and Security, Instructional Leadership Team. All of these groups meet on at least a monthly basis. Project 10 oversees students who are at risk for graduation and identifies resources and strategies to assist the students towards graduation. Accelerated Coursework (ACC) oversees students who still need an ACC credit. Safety and Security meets to review plans related to the security of the campus. Instructional Leadership Team meets to develop and implement school-wide professional learning based on the needs of the campus.

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

The school partners with the Education Foundation to provide access to college and career information and guidance through the Student Success Center on the school's campus. Guidance counselors discuss CTE programs at RHS and STC prior to course selection for the upcoming school year. Faces of Accomplishment program includes business leaders in the community who mentor students. RHS also hosts annual college and career fairs for students during the school day in addition to evening events.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Students with 1 or more suspensions</b>				<b>\$121,262.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		160-Other Support Personnel	0181 - Riverview High School	General Fund		\$26,250.00
		<i>Notes: First Step Counselor</i>				
		160-Other Support Personnel	0181 - Riverview High School	General Fund		\$25,000.00
		<i>Notes: Part-time Mental Health Counselor</i>				
		160-Other Support Personnel	0181 - Riverview High School	General Fund		\$37,712.00
		<i>Notes: Campus Security Monitor</i>				
		160-Other Support Personnel	0181 - Riverview High School	General Fund		\$32,300.00
		<i>Notes: Dr. Godfrey- counselor</i>				
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Attendance</b>				<b>\$14,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		500-Materials and Supplies	0181 - Riverview High School	School Improvement Funds		\$14,000.00
		<i>Notes: Hero Attendance equipment and contract</i>				
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: SWD ELA Proficiency, LG, LQ LG</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: SWD Math Proficiency, LG, LQ LG</b>				<b>\$0.00</b>

5	III.A.	Areas of Focus: Biology EOC				\$0.00
6	III.A.	Areas of Focus: Alg 1 and Geometry EOC				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		319-Technology-Related Professional and Technical Services	0181 - Riverview High School	General Fund		\$5,000.00
			<i>Notes: Math IXL licenses for Geometry and Alg 1</i>			
Total:						\$140,262.00