Riverview High School

2020-21 Schoolwide Improvement Plan

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Riverview High School

1 RAM WAY, Sarasota, FL 34231

www.sarasotacountyschools.net/riverview

Demographics

Principal: Erin Haughey

Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: A (66%) 2017-18: A (68%) 2016-17: A (65%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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.

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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	No	32%

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	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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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, position title, and job duties/responsibilities 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 • DP & CP • Honor Council • Leadership Team • Discipline AP Program Transportation Exchange Students Fixed Assets Project 10 Ringling Town Hall Equity Officer
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 • (Hgt/Wgt) Clinic COVID procedures

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 Substitutes School Website
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

Name	Title	Job Duties and Responsibilities
		EBD Ram News
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 ESE

Demographic Information

Principal start date
Friday 6/1/2018, Erin Haughey

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
23

Total number of teacher positions allocated to the school
140

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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	637	634	665	620	2556
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	77	60	72	72	281
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	59	31	0	0	90
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	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	94	83	78	47	302

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	18	28	25	2	73
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	15	12	2	37

Date this data was collected or last updated

Sunday 9/20/2020

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	
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	

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

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	
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	84	81	105	80	350
One or more suspensions	0	0	0	0	0	0	0	0	0	107	77	75	37	296
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	123	122	148	78	471
Level 1 on statewide assessment	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

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**	
	(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.

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
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%	0
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%	0
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%	0

Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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?

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. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Riverview High School had an increase of out of school suspensions from the 2018-19 school year to the 2019-20 school. The number of students with 1 or more suspensions rose from 170 to 173. While students are in out of school suspension, they are missing out on valuable class time which ultimately affects learning.
Measurable Outcome:	During the 2020-21 school year, we would like to see the number of out of school suspensions reduced by 10%.
Person responsible for monitoring outcome:	Jay Lorenz (jay.lorenz@sarasotacountyschools.net)
Evidence-based Strategy:	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: - Programs alternative to suspension - Restorative circles and other restorative practices - In School Restriction - Drug/Alcohol and mental health counseling on site (1 TPAS & 1 MH Counselor) - Early intervention and progress monitoring - Increased levels of student supervision (extra campus monitor) -Increase of lunch periods to decrease student population at lunch -Remote Learning as an option when student is off campus
Rationale for Evidence-based Strategy:	By using these specific strategies, RHS will be able to use alternative measures other than suspension for student discipline. Many of these strategies will have a stronger impact on the student than simply suspending them from school. Giving students resources instead of suspension will help deter future behaviors.

Action Steps to Implement

1. Drug and alcohol counselor Markee Teal
2. Supervision
3. In School Restriction
4. Restorative practices
5. We will maintain open lines of communication with parents and families
6. RHS has added a part-time mental health counselor to work with students who need intensive support.
7. RHS has contracted with a consultant who works with students and groups biweekly regarding making positive decisions (ACCISS Grant).

Person Responsible	Jay Lorenz (jay.lorenz@sarasotacountyschools.net)

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	During 2019-2020, of the 2,710 students who attended Riverview, 597students were considered to have moderate to chronic absences of 9 days or more for the school. This made up 22.02% of the total student population. We had a 96.3% attendance rate with an increase of 1.2% from the previous year.
Measurable Outcome:	During the 2020-21 school year, RHS would like have a 10% reduction in moderate to chronic absenteeism of 9 or more unexcused. Currently, we have 30% of students on remote learning.
Person responsible for monitoring outcome:	Jay Lorenz (jay.lorenz@sarasotacountyschools.net)
Evidence-based Strategy:	Strategies: Our goal of 10% reduction in moderate to chronic absenteeism among students will be achieved by the use of the following evidence-based strategies: - Daily phone call to parents notifying them their son or daughter has been absent - Contact with parents through phone call/conferences - Administrator Follow up with students and parents -Use of Microsoft Form to collect data on struggling Remote students - Notice mailed home to parents documenting the absences -Option of Zoom conferences with parents when needed - Referral to SWST - Positive Behavior Support for students who have good attendance (e.g. positive referrals) - Use of Hero tracking data to identify and track students while also positively rewarded those who deserve it. -Pilot Attendance PowerBI with virtual pass system to track passes & tardies - Service referrals by Social Worker - Case Staffing - Second Chance Agreements - Monthly/Quarterly/Semester attendance data analysis
Rationale for Evidence-	Identifying these students early and offering resources will help decrease the number of absences.

**based
Strategy:**

Action Steps to Implement

1. Teacher calls home after three absences
2. Administrator meets with student and calls parent to discuss concerns before reaching 9 day letter.
3. Referral to SWST by school counselor/administrator.
4. PBIS initiatives for good attendance.
5. Hero program used for tracking and low-level positive and negative consequences.

**Person
Responsible** [no one identified]

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The SWD subgroup greatly under-performs and does not adequately make learning gains as compared to the whole school and other subgroups within the school. During the previous school year, the Federal Index for Students with Disabilities was 38% overall. The individual categories of ELA Achievement, ELA Learning Gains, ELA Learning Gains Lowest 25%, Math Achievement, Science Achievement, Social Studies Achievement, and C&C Acceleration fell below the 41% required threshold. Each data point identified will implement strategies to improve the academic performance of the subgroup.
Measurable Outcome:	The previous years Federal Index for Students With Disabilities was 38%. The goal for 2020-21 school year is to increase the Federal Index for SWD indicator 4% to 42%.
Person responsible for monitoring outcome:	Kathy Wilks (kathy.wilks@sarasotacountyschools.net)
Evidence-based Strategy:	The Science dept will utilize Frayer Models and concept mapping while implementing vocab programs which have an effect size of 0.62. The English dept will utilize Close reading strategies which have an effect size of 0.76 for transfer and 0.50 for new passages. The social studies department will utilize a series of progress monitoring assessments which has an effect size of 0.68 and reteaching/feedback which has an effect size of 0,65.
Rationale for Evidence-based Strategy:	Based on John Hattie's table of effect size, an effect size of 0.40 is equal to a years worth of student growth. Strategies with effect sizes greater than 0.60 have been shown to have a large impact on outcomes.

Action Steps to Implement

Procure resources related to the Sketch Notes program and implement it within the classrooms. Provide training on the Frayer model as needed. Monitor degree of implementation for Sketch Notes and Frayer models.

Person Responsible	Glenn Wachter (glenn.wachter@sarasotacountyschools.net)

Train new teachers on close reading, color-marking/highlighting and annotating text

Person Responsible	Cher Gardner (cher.gardner@sarasotacountyschools.net)

Social Studies teachers will use a series of three benchmark assessments (a pre-assessment, benchmark 1, and benchmark 2) with a common mid-term assessment to diagnose student learning by analyzing the data, providing feedback, and re-teaching and re-assessing as necessary to improve student outcomes. Teachers will analyze data and discuss re-teaching strategies in PLCs. Teachers will also work with the district curriculum specialist to analyze data trends and identify strategies for improvement.

Person Responsible	Keith Little (keith.little@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Riverview High School biology EOC scores have been stagnant for the past two years in which there was testing. We have seen a 78% pass rate on the EOC in both 2018 and 2019. There was no EOC testing in the 2020 school year. While the ability to maintain a certain pass rate is good, we would like to see every student who takes biology at RHS be able to take and pass the EOC. This year, the science department and science instruction in general finds itself heavily impacted by the social distancing requirement. Where our focus for years has been productive group work, and interactive hands on lessons, we now find ourselves forced to have students work individually and the opportunities to do hands on learning are less than they have ever been. About 25% of our student population are currently working as remote learners and as such they do not come to campus daily. This model of remote curricular delivery, on top of the restrictions to hands on learning, are new challenges that we will need to face and surmount.
Measurable Outcome:	Given that our prior biology EOC pass rate has been consistent at 78%, we would like to see some growth this year. Our goal for this year is that Riverview High School students can achieve a pass rate of 80% on the 2021 Biology End of Course Exam
Person responsible for monitoring outcome:	Glenn Wachter (glenn.wachter@sarasotacountyschools.net)
Evidence-based Strategy:	The evidence based strategy we will use to achieve this goal for 2021 is to focus on the language of science. Students will work with the vocabulary associated with the study of biology. Students will develop a deep understanding of the vocabulary terms through the use of Frayer Models, and various Kagan strategies. Students will also work with concept mapping and will be able to show how the various components of the biology curriculum relate to each other. Through the deep understanding of science vocabulary and the use of concept mapping to illustrate the interrelationships that exist within the curriculum, students will fully understand the biology curriculum and will achieve a pass rate of 80% on the End of Course Exam. This strategy will work well for our remote learners as well as those that have chosen a brick and mortar learning environment.
Rationale for Evidence-based Strategy:	We are limited in our ability to do hands on learning during this current period of mandatory social distancing and approximately 25% of our learners have chosen to work remotely at this time. As such, most of the student work will be completed as an individual as opposed to in groups. Most of the learning this year will come from reading and discussion as opposed to hands on doing. We believe that a focus on both vocabulary and concept mapping will work well for and meet the needs of both remote learners as well as those who attend the actual school building. While we are aware that this is not the ideal method for science instruction, we find it to be the best solution given our current situation. After hours virtual support sessions for our remote students will be offered on a regular basis.

Action Steps to Implement

Email Barry R. at Venice High School to get details related to his program called Sketch Notes. Once we have those details in hand, transform them into a self guided PD program that the RHS teachers can review when time allows. Provide RHS science teachers with data related to the effectiveness of this model.

Person Responsible	Glenn Wachter (glenn.wachter@sarasotacountyschools.net)

Find the template for vocabulary exploration through the use of the Frayer model. Once located, share this template with the RHS science teachers. Provide further explanation as needed, but make clear the

expectation that this model be used with both in-person and remote learners. Provide RHS science teachers with data related to the effectiveness of this model.

Person Responsible   Glenn Wachter (glenn.wachter@sarasotacountyschools.net)

Monitor the degree of implementation for both Sketch Notes (for concept mapping) and the Frayer model for vocabulary study through a review of weekly lesson plans and classroom visits. Provide assistance and encouragement as needed.

Person Responsible   Glenn Wachter (glenn.wachter@sarasotacountyschools.net)

#5. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	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% from 2018 to 2019. Particularly, RHS saw a 19% decrease in proficiency on the Alg 1 EOC in 2019. While RHS remains one of the highest performing schools in the district in math proficiency and learning gains, it is an area that continues to need attention to address the decline. 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. Schoolwide Proficiency:68%; SWD Proficiency: 31% Schoolwide Learning Gains: 57%; SWD Learning gains: 48%
Measurable Outcome:	RHS plans to see a 4% increase in proficiency, LG and LQ for the 20-21 school year with 72% proficiency, 61% LG, and 57% LQ. These scores are based on the Alg 1 and Geometry End of Course exams from 2019. 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.
Person responsible for monitoring outcome:	Kathy Wilks (kathy.wilks@sarasotacountyschools.net)
Evidence-based Strategy:	Teachers will collaborate with each other as well as the district program specialist for mathematics 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 where Microsoft Teams is used to support PLC's in their collaboration by allowing teachers to meet while social distancing according to CDC guidelines. Additionally, students are scheduled into appropriate math classes to provide maximum support based on prior year's data. 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.
Rationale for Evidence-based Strategy:	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

Action Steps to Implement

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.

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

Ramp it Up tutoring is available twice per week after school for students needing additional support in mathematics. Offered remotely for 20-21 as well as in person.

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

Teachers will assess student learning through assessments created within collaborative planning time as well as quarterly district benchmark testing. Alg 1 and Geometry students will participate in diagnostic testing during the first 3 weeks of school to determine areas of concern from distance learning during the Spring of 2020.

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

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 12th grade levels before taking the PERT for a concordant score for the Alg 1 EOC. Students in 11th grade will receive support through Intensive Math classes to take the PSAT for a concordant score for the Alg 1 EOC. All 10th graders will take the PSAT in addition to the Alg 1 EOC. Students scheduled into Geometry will also take the Geometry EOC as an option meeting the graduation requirement for testing in mathematics.

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

Students who made a D in Alg 1/1B 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 as well as the PSAT. These students will loop with the same teacher for LAM and Geometry.

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

Students who scored a level 2 on the 7th 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. Students who took Alg 1 in 8th grade and scored a C in the class were placed back in Alg 1 to build algebra skills before taking the Alg 1 EOC as 9th graders.

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

Students who scored a level 1 on the 7th 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.

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

Alg 1, Alg1A/1B, and Geometry teachers will utilize Math IXL to allow students to practice and strengthen math skills. Teachers will use USA Test Prep and Math Nation to deliver assessments and assignments based on course standards. Teachers will spend more time on tested skills while blending basic skill remediation into lessons where needed.

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

Teachers will continue PD from last year's training on Social-Emotional Learning. Instructional effectiveness will be enhanced by a focus on inquiry, assessment for learning, and interdisciplinary teaching. Educators will be asked to reflect on their own professional practices and set practical adjustments for student success.

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

#6. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	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. Diverse texts in terms of genre, theme, main character and Lexile offer a broader entry point for striving readers. When readers are interested in a text, that text can be more effectively used as an instructional tool for addressing standards. A Reading-certified teacher is providing additional instructional and intervention support for SWD in a Unique Skills course. 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.
Measurable Outcome:	At least 70% of SWD will achieve an average proficiency of at least 70% on the following standards-based benchmark assessments: Fall and Winter USA Test Prep Reading Benchmark Assessments Fall and Winter Writing Benchmark Assessments
Person responsible for monitoring outcome:	Cher Gardner (cher.gardner@sarasotacountyschools.net)
Evidence-based Strategy:	Close Reading is an instructional technique for inspecting a text closely to deepen understanding of content, craft, structure and organization. As an instructional strategy, close reading has an effect size of 0.67, while as a study skill, it has an effect size of 0.63. By routinely practicing this skill of marking text and repeated reading, students will be more likely to use this strategy on the actual assessment.
Rationale for Evidence-based Strategy:	Students who mark text while reading closely are more likely to re-read a text and cite appropriate text evidence when answering questions or supporting a thesis. When students are used to color-marking text, they can use it when reviewing their own writing to look for a thesis statement, supporting statements, text evidence and commentary to ensure that they have a fully developed written response. Teachers in the ELA department have been trained on color-marking and annotation of text through IB trainings and other workshops. Teachers model how to color-mark/highlight and annotate a text with a purpose and have students apply these strategies for independent reading. The annotations and marking of text are used for journaling, writing prompts and accountable talk. Using basic Microsoft and PDF tools and applications, remote students are able to use these strategies to the same extent as their in-person peers.

Action Steps to Implement	
Train new teachers on close reading, color-marking/highlighting and annotating text	
Person Responsible	James Minor (james.minor@sarasotacountyschools.net)
Common planning for teachers of 9th and 10th grade English	
Person Responsible	Kathy Wilks (kathy.wilks@sarasotacountyschools.net)

Pull out preparation for SAT

Person Responsible Nina James (nina.james@sarasotacountyschools.net)

#7. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Due to COVID, students have the option of attending school in Sarasota County face to face or remotely. Riverview currently has approximately 31% of enrolled students participating in remote learning (794 out of 2585 students). This has created a challenge with delivery of instruction, student engagement,and attendance with our remote learners as many are identified as exhibiting a level of concern with academics, attendance, behavior, or engagement.
Measurable Outcome:	Riverview currently has 21% of remote learners who have been identified as a concern by at least one teacher regarding engagement, academics, behavior, or attendance. The break down of number of students identified by grade level is as follows: 9th- 54 10th- 45 11th- 31 12th- 35 Goal: To see a reduction of 50% of remote students identified as exhibiting at least one area of concern by the end of the school year or end of remote learning.
Person responsible for monitoring outcome:	Kathy Wilks (kathy.wilks@sarasotacountyschools.net)
Evidence-based Strategy:	Riverview will use a system of tiers approach to addressing remote learner concerns, beginning at the teacher level and increasing to the Tier 2 or Tier 3 levels as needed.
Rationale for Evidence-based Strategy:	As students are identified early and contact is made with a parent or student early, the goal is to deliver a system of supports, counseling on learning plans, and plan of action to help assist students to get on track before falling behind in credits.

Action Steps to Implement

Tier 1 Actions: Communication & Relationships

• Welcome students daily
• All course calendars, assignments and announcements are posted on Blackboard.
• Posting of L.I., S.C. and assignments weekly
• Use Remind, Community Engagement, e-mail
• Calling/e-mailing parents when multiple assignments not turned in/non-attendance
• Weekly check in w/Case Manager via zoom(documents)
• Case manager communicates with teachers regarding IEP's (documents)

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

Tier 1 Actions: Culture and Expectations

• Clearly establish behavioral norms and procedures
• Involve remote students/randomly call on to answer questions/contribute to establish student accountability
• Use PBIS/Positive Reinforcement when students participate

• Consider dividing the class into in-person and remote groups on certain days allowing teacher to focus on one group at a time

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

Tier 1 Actions: Learning/Instruction/Curriculum

• Provide direct instruction
• Ensure a progression of instruction into smaller parts/gradual release (Modeling, Guided Practice, Discussion, Collaborative Tasks, Independent Practice, Review, Assessment)
• Create breakout rooms for collaboration
• Use discussion boards to encourage discussion
• Front loading instruction/learning
• Provide non-on-line time for students to complete assignments
• Small group remedial support
• Office hours for student support
• After hour Ramp it Up tutoring for Math
• Focus on grading tasks that summarize learning/student mastery
• Use data team protocol to progress monitor students
• Strategically group students (ex. level 1 reader with level 3)
• Teacher reviews IEP's/504's and provides accommodations/modifications (docs)

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

Tier 2 Actions: Communication and Relationships

• Teacher refers to/works with counselor after multiple missing assignments or days of attendance by completing Notice of Concern for Attendance or Academics
• Counselor conferences with family/student/teachers
• Use of Google text
• Zoom meeting with case manager/teacher/parent/student
• Weekly Liaison Check-in

Person Responsible [no one identified]

Tier 2 Actions: Culture and Expectations

• Conference individually to review expectations with students not following them
• Create pathway for students to get back on track (academically or behaviorally)
• Weekly check-in/conference with Behavior Specialist/Case Manager/ESE Liaison

Person Responsible [no one identified]

Tier 2 Actions: Learning/Instruction/Curriculum

• Schedule and provide individual conference/support time with student during class period
• Pre-teach, and review skills for lesson
• Have students repeat instructions/L.I. & S.C.
• Chunk tasks into small parts to provide immediate feedback/provide rubrics
• Increase guided instruction and modeling for a small group in breakout
• Provide partially filled out graphic organizers/notes
• Provide students sentence starters/frames/exemplars
• ESOL/ESE Aide one on one as appropriate

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

Tier 3 Actions: Communication and Relationships

• Notice of Concern letter is mailed home to parent with attached grades/attendance requesting conference regarding 3+ failures or nonattendance.
• Referral to SWST (to make recommendations/provide resources)
• Counselor/Admin. strongly recommends face to face based on SWST via telephone and certified mail
• Referral to Truancy when appropriate
• Notice of removal from enrollment after truancy intervention when appropriate
• Students are changed back to Brick and Mortar or withdrawn when school is unable to conference with parent regarding concerns of multiple class failures (3+) or nonattendance.

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

Tier 3 Actions: Culture and Expectations

• Referral to SWST
• Goal setting with individual student
• Possible discipline referral to administration
• Counselor/Admin. strongly recommends face to face instruction based on SWST via telephone and certified mail
• Behavior Contract

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

Tier 3 Actions: Learning/Instruction/Curriculum

• Provide notes for students and have them review/highlight/apply
• Focus on individual academic goals (turning in certain number of assignments)
• Add additional opportunities (ILA, Unique Skills)
• SSP 4/7 Instructional support

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

#8. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	We have started our PBIS Initiative, RAM4, that focuses on Respect, Readiness, Resilience and Responsibility. Last year, all staff were trained to give and track positive points using our HERO software. Unfortunately, COVID19 school closure halted our process and the to no longer use HERO has forced us to retool the design of the initiative. The overall aim of our RAM4 is to positively impact the school culture by reinforcing positive behaviors, decreasing discipline referrals and promoting inclusion and equity throughout our campus.
Measurable Outcome:	10% decrease in overall discipline 25% decrease in EBD Unit referrals 10% decrease in tardies 500 positive referrals given to students and staff
Person responsible for monitoring outcome:	Greg Rumph (greg.rumph@sarasotacountyschools.net)
Evidence-based Strategy:	We will use strategies such as: small group work, restorative meetings, campus-wide branding, behavioral lesson plans, positive referrals, positive phone calls, and a token economy to implement the initiative. Further, we will build upon our introductory staff training last year to emphasize CHAMPS and FOCUS classroom management philosophies.
Rationale for Evidence-based Strategy:	The rationale for using our chosen strategies is based on our participation in the PBIS/USF professional development that suggested best practices. Collaborative work with our school-based PBIS team, researching similar high school PBIS initiatives, surveys (student and staff), and our partnership with School Mint that designed the HERO software we use(d) to monitor the positive behavior aspect of our initiative.

Action Steps to Implement

Reconfigure PBIS Team to continue our work based our mission and vision.

Person Responsible	Greg Rumph (greg.rumph@sarasotacountyschools.net)

Design and brand RAM4 in common areas of campus. Also, design and brand in classroom PBIS materials.

Person Responsible	Greg Rumph (greg.rumph@sarasotacountyschools.net)

Design and provide positive referrals for staff to utilize.

Person Responsible	Greg Rumph (greg.rumph@sarasotacountyschools.net)

Retool RAM4 to adjust for the pending departure from using HERO to monitor low lever behaviors and positive behaviors. Oversee the collaboration with Mrs. Shurley to ensure fidelity of our implementation.

Person Responsible	Greg Rumph (greg.rumph@sarasotacountyschools.net)

Establish progress-monitoring protocols for discipline and attendance to ascertain areas where school-wide interventions are necessary.

Person Responsible	Greg Rumph (greg.rumph@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

RHS maintains relationships in the community through multiple partnerships. With COVID restrictions due to CDC guidelines, RHS is determined to continue agency partnerships on campus when possible while creating opportunities through remote experiences as well. 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, Tidewell, and FLDOH.

RHS builds school-parent relationships through IBPO, Parent Coffee/Breakfasts, SAC, weekly emails to parents, school newsletter, Open House, and SPIN Night. These activities are currently offered through Zoom meetings to allow parents to still be involved without visiting campus.

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. Where needed, remote experiences have been created to continue the opportunities for students to build community within the school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Discipline				$89,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

		160-Other Support Personnel	0181 - Riverview High School	General Fund		$26,250.00
		Notes: First Step Counselor				
		160-Other Support Personnel	0181 - Riverview High School	General Fund		$25,000.00
		Notes: Part Time Mental Health Counselor				
		160-Other Support Personnel	0181 - Riverview High School	General Fund		$38,000.00
		Notes: Campus Security Monitor				
2	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**				**$8,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		500-Materials and Supplies	0181 - Riverview High School	School Improvement Funds		$8,000.00
		Notes: Hero Attendance Contract				
3	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
5	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		319-Technology-Related Professional and Technical Services	0181 - Riverview High School	General Fund		$0.00
		Notes: Math IXL licenses for Algebra 1 and Geometry				
6	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	0181 - Riverview High School	General Fund		$1,000.00
		Notes: Substitute teachers to provide three new teachers training on close reading strategies two times during the year				
		140-Substitute Teachers	0181 - Riverview High School	General Fund		$4,000.00
		Notes: Substitute teachers to provide 9th and 10th grade teachers time to collaboratively score writing benchmark assessments.				
7	**III.A.**	**Areas of Focus: Instructional Practice: Student Engagement**				**$8,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0181 - Riverview High School	General Fund		$8,000.00
		Notes: Teacher contract to teach remote students during planning period				
8	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$0.00**
					Total:	**$110,250.00**