

Sarasota County Schools

Riverview High School



2021-22 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 |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 39% |
| 2020-21 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%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |

* 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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Riverview High School

1 RAM WAY, Sarasota, FL 34231

www.sarasotacountyschools.net/riverview

School Demographics

| | | |
|---|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p> | <p>2020-21 Title I School</p> <p style="font-size: 24px;">No</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">30%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="font-size: 24px;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">34%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Grade | A | A | A | A |

School Board Approval

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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 | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|--|
| Del Castillo, Erin | Principal | Budget/Finance Full Time Equivalency (FTE) Communications Professional Development (PD) Planning Business/Community Partners School Advisory Council (SAC) Principal's Cabinet Teacher/Staff Assistance Graduation International Baccalaureate Parent Organization (IBPO) RHS Foundation School Improvement Plan (SIP) Staff & Dept Meetings Instructional Literacy Team (ILT) IB Excellence & Equity E2 Initiative Field Trips Social Committee Marquee Website Sub. Teachers Positive Behavioral Interventions and Supports (PBIS) |
| Wilks, Kathy | Assistant Principal | Master Schedule Curricular Appeals Guidance Curriculum School Grade Goals SIP PD Planning Accelerated Coursework Sarasota County Induction Program (SCIP) Freshman Transition Testing ILT Textbook Adoption Student Success Center Florida Virtual School (FLVS)/Sarasota Virtual (SVA) Twitter/Facebook Naviance Student Progression Plan |
| Lorenz, Jay | Assistant Principal | Critical Incident Plan Alt Education Safety & Security SESIR (School Environmental Safety Incident Reporting) Athletics Discipline Appeals School Events |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------|---|
| | | School Calendar Parking Supervision Schedule Shelter Manager Social Committee Career/Technical Education (CTE) Project 10 CARE/School Wide Support Team (SWST) Ram News PBIS APEX Advisory Student Activities Facilitron Student IDs |
| Little, Keith | Assistant Principal | International Baccalaureate (IB) Program • Diploma Program & Career-Related Program (DP&CP) • Honor Council • Leadership Team • Discipline Advanced Placement (AP) Program Transportation Exchange Students Fixed Assets Project 10/ MTSS 504s Equity Officer Digital Youniversity |
| Wachter, Glenn | Assistant Principal | Food Bank First Step Counselor Student Parent Information Night (SPIN) Event Critical Incident Drills Cafeteria Connect Ed Messages Facilities/Work Orders 5 Day Count Campus Tours Facility Services Orientations Open House Lockers Attendance/Licenses Health Screenings (Ht/Wt) Clinic Blood Mobile United Way Department of Health (DOH) |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------|---|
| Yates, Leandra | Assistant Principal | Teen Parent Program Children First Partnership ILT Take Stock in Children PBIS/HERO Volunteers Staff/Student Handbooks Dress Code Advisory Teams Update Restorative Practices English for Speakers of Other Languages (ESOL) Multi-tiered System of Supports (MTSS) |

| | | |
|--------------------|---------------------|--|
| Wasserman, Heather | Assistant Principal | Technology •TEL Studio •Laptop Carts •Texcellence Media Center Textbook Distribution Fines Mentoring Programs PD Individualized Educational Plans (IEP) Intellectual Disabilities (IND) Emotional & Behavioral Disorder (EBD) ESE Compliance CARE/SWST Functional Behavioral Assessments (FBA) |
|--------------------|---------------------|--|

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.*

24

Total number of teacher positions allocated to the school

114

Total number of students enrolled at the school

2,554

Identify the number of instructional staff who left the school during the 2020-21 school year.

17

Identify the number of instructional staff who joined the school during the 2021-22 school year.

16

Demographic Data

Early Warning Systems

2021-22

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 | 0 | 658 | 678 | 610 | 589 | 2535 |
| Attendance below 90 percent | 0 | 0 | 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 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 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 | 0 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 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 | 0 | 0 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Wednesday 9/29/2021

2020-21 - 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 | 637 | 634 | 665 | 620 | 2556 |
| Attendance below 90 percent | 0 | 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 | 0 |
| Course failure in ELA | 0 | 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 | 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 | 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 |

2020-21 - 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 | 656 | 613 | 656 | 629 | 2554 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 169 | 193 | 172 | 166 | 700 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 48 | 23 | 12 | 114 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 31 | 66 | 5 | 140 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 43 | 34 | 7 | 130 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 | 65 | 58 | 38 | 224 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 49 | 28 | 0 | 124 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 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 | 35 | 44 | 40 | 26 | 145 |

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 | 30 | 34 | 37 | 2 | 103 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 11 | 11 | 1 | 28 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 69% | 67% | 56% | 70% | 67% | 56% |
| ELA Learning Gains | | | | 54% | 53% | 51% | 60% | 57% | 53% |
| ELA Lowest 25th Percentile | | | | 43% | 46% | 42% | 42% | 47% | 44% |
| Math Achievement | | | | 68% | 63% | 51% | 75% | 69% | 51% |
| Math Learning Gains | | | | 57% | 51% | 48% | 61% | 52% | 48% |
| Math Lowest 25th Percentile | | | | 53% | 48% | 45% | 60% | 53% | 45% |
| Science Achievement | | | | 78% | 78% | 68% | 79% | 77% | 67% |
| Social Studies Achievement | | | | 78% | 81% | 73% | 76% | 79% | 71% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 70% | 65% | 5% | 55% | 15% |
| Cohort Comparison | | | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 66% | 63% | 3% | 53% | 13% |
| Cohort Comparison | | -70% | | | | |

| 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 |
| 2021 | | | | | |
| 2019 | 77% | 77% | 0% | 67% | 10% |

| CIVICS EOC | | | | | |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| HISTORY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 75% | 77% | -2% | 70% | 5% |

| ALGEBRA EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 51% | 73% | -22% | 61% | -10% |

| GEOMETRY EOC | | | | | |
|---------------------|---------------|-----------------|--------------------------------------|--------------|-----------------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 73% | 69% | 4% | 57% | 16% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

N/A

| Grade 9 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 10 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 11 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 12 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 19 | 36 | 31 | 30 | 32 | 30 | 44 | 42 | | 83 | 26 |
| ELL | 26 | 24 | 20 | 41 | 44 | 41 | 50 | 48 | | 100 | 68 |
| ASN | 81 | 56 | | 79 | 65 | | 95 | 85 | | 96 | 100 |
| BLK | 25 | 35 | 33 | 28 | 33 | 36 | 37 | 37 | | 86 | 22 |
| HSP | 55 | 44 | 22 | 51 | 43 | 51 | 65 | 68 | | 93 | 66 |

| 2021 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 2019-20 | C & C Accel 2019-20 |
| MUL | 73 | 49 | | 60 | 39 | | 96 | 74 | | 91 | 76 |
| WHT | 71 | 57 | 39 | 69 | 45 | 41 | 82 | 80 | | 95 | 69 |
| FRL | 49 | 49 | 34 | 48 | 39 | 38 | 67 | 64 | | 88 | 51 |
| 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 |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 61 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 54 |
| Total Points Earned for the Federal Index | 669 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 96% |
| Subgroup Data | |

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 37 |
| 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 | 47 |
| 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 | 82 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 37 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 55 |
| 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 | 70 |
| 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 | 66 |
| 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 | 52 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on 2021 data that was just received in July, Riverview dropped in every category included on the school grade except for Science, which remained the same from 2019 at 78% proficiency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2021 data that was just received in July, Algebra data decreased by 10%. In addition, learning gains in the lowest quartile in ELA dropped 10% from 43% to 33% and learning gains in Math Lowest Quartile dropped 11% from 53% to 42%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Based on 2021 data that was just received in July, Riverview had approximately 30% of students enrolled in remote learning during the 2020-21 due to COVID. As a result, students struggled academically while trying to learn from home. Teachers taught courses concurrently, so were expected to teach students physically in the classroom at the same time as their students who were attending remotely. Beginning this year, no concurrent learning is available. All students are back on campus for the 2021-22 school year. Supports have been put into place both during the school day and after the school day, in person and remotely, to assist students who need additional help due to the loss that occurred last year in learning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on 2021 data that was just received in July, Science was the only content area that did not decrease in FSA EOC scores.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Actions w/ Biology in 2021:

1. A professional development opportunity in ADI (argument driven inquiry) will be provided for all science teachers. This course will be lead by the district high school science specialist and focuses on critical thinking and problem solving skill development. We believe that teachers who utilize the strategies associated with ADI will see gains in the test scores for their students.
2. AP1 and AP2 biology results will be analyzed by the teachers within the department during their PLC time. The trends that are evident following that analysis will be used to guide the teaching and learning that takes place during second semester with an eye specifically towards re-teaching and remediation.

What strategies will need to be implemented in order to accelerate learning?

Most students in grades 9-11 are in a Pre-IB (PIB) or IB English class during the 2021-22 school year. Next year, all grade levels will be in a PIB or IB English class. Students with an IEP are scheduled into a U SkIs class who need additional support in reading in grades 11/12 to assist with success in their IB English class. In addition, most 9th graders are enrolled in a CTE course this year, which will provide the opportunity to earn an industry certification. Riverview also screens native Spanish speakers to identify students who are able to successfully take AP Spanish Language, which as over a 90% pass rate. For students who are struggling academically, Riverview is offering multiple opportunities for academic support including teachers pushing into identified classrooms, 1-1 tutoring with teachers and NHS/SHHS students, and after school tutoring through Ramp it Up tutoring. Additionally, Apex teachers will work with students from summer school who did not complete credits to continue their work after school to complete the credit.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

As Riverview is expanding its IB program to include all students, English (ELA) and Reading teachers have and will continue to participate in IB training in preparation to teach IB to all students. Teachers will also attend APM/Benchmark trainings to understand how to use data to adjust instruction to meet needs of students. Additionally, with the change to B.E.S.T Standards, Math and ELA teachers will participate in training throughout this year to prepare to move to the new standards. Any teacher who teaches an AP or IB course is required to attend training specific to their subject area course. CTE teachers attend regular training related to their CTE pathways, including CTE, AP, Project Lead the Way, and IB trainings. Teachers will also work with district Program Specialists in their PLCs to understand how to use data from benchmark testing to adjust instruction and remediate deficits in student learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

IB Language and Literature 3 will be added as the senior level English course next year for most students. A Freshman Transition course was added this year to assist students in transitioning to high school with the goal of identifying career options and CTE pathways after the 9th grade year. Riverview has implemented the E2 Initiative to support first generation college bound students and will continue to expand the program to more students. Spanish Honor Society students are also available to assist ELL students with coursework. Additionally, native Spanish speakers will continue to be identified to take AP Spanish Language. Students will also continue to be counseled during course registration for opportunities to access Accelerated courses prior to graduation.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Riverview High School (RHS) had a drop in math proficiency of 6% and a decrease in learning gains (LG) of 13% with the Lowest Quartile (LQ) decreasing in LG by 11% from 2019 to 2021. Particularly, RHS saw a 10% decrease in proficiency on the Alg 1 EOC from 2019 to 2021. 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. We do not have data for subgroups for 2021 but 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 for 2019.

Schoolwide Proficiency (2019):68%; SWD Proficiency: 31%
Schoolwide Learning Gains (2019): 57%; SWD Learning gains: 48%

RHS plans to see at least a 4% increase in proficiency, LG and LQ for the 21-22 school year or an increase to return to 2019 numbers, depending on which is greater with 68% proficiency, 57% LG, and 53% LQ. These scores are based on the Alg 1 and Geometry End of Course exams from 2021.

Measurable Outcome:

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. These goals are based on 2019 data a subgroup information is not available at this time. The goals will be adjusted if data for 2021 returns showing that the goals should be adjusted.

Monitoring:

Algebra and Geometry students will participate in benchmark testing 3 times per year. Geometry and Algebra teachers will review data and design instruction based on gaps in learning. Math IXL has also been purchased for the use in Algebra and Geometry to provide opportunity for practice on skills as well as providing additional data to teachers on identifying gaps.

Person responsible for monitoring outcome:

Kathy Wilks (kathy.wilks@sarasotacountyschools.net)

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 Algebra and Geometry teacher is assigned to a Professional Learning Community (PLC) with common planning time. Additionally, students are scheduled into appropriate math classes to provide maximum support based on prior year's data.

Evidence-based Strategy:

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.

Students are identified through the MTSS process to provide additional Math supports for students needing additional support.

Rationale for Evidence-

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

based Strategy: 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

After school tutoring will be available through Ramp it Up tutoring on Tuesday and Thursday of each week.

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

One on one tutoring will be available every Monday and Wednesday from 3:00-4:00 each week through Zoom with a math certified teacher.

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

Math classes identified with a high level of need based on level 1, ELL, and ESE students will be provided additional support by contracting with teachers to teach an additional period or to push into a classroom to provide small group instruction for support.

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

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)

Teachers will assess student learning through assessments created within collaborative planning time as well as 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 due to remote and concurrent learning in 2020 and 2021.

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

Students who failed the Alg 1, Geometry, and PSAT as 9th and 10th graders were placed in an Intensive Math class as a junior or senior to provide additional remediation for Alg 1 skills. Seniors who have been unsuccessful on the Alg 1 EOC will take the ACT School Day test in the fall and spring. Students will be prepared for the test through their Intensive Math class. 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 or Geometry 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.

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

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. Students who took Alg 1 in 8th grade and scored a C in the class and were not proficient on

the Alg 1 EOC 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 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.

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

Alg 1, Alg1A/1B, Geometry, Intensive Math, and 10th grade Liberal Arts Math 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 participate in B.E.S.T. Math Standards training throughout the year to prepare for the change to the new math standards for the 2022-23 school year. Trainings will be held monthly after school. This will also allow teachers to have knowledge of the new standards when determining appropriate textbooks during this year's textbook adoption process.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: During the 2020-2021 school year, Riverview ELA scores had an achievement drop of 3% and a decrease in learning gains of 2% when compared to the 2019-2020 school year. The Lowest Quartile saw the most significant drops when comparing the 2019-2020 school year to the 2020-2021 school year with a decrease of 10%.

Teachers will continue to use USA Test Prep and Achieve 3000. However, the focus for the 2021-2022 school year will be continuous team analysis of APM data to progress monitor throughout the year. The focus will be to learn how to better differentiate instruction to meet the needs of the students by diving into the data, planning, and collaborating with one another. ELA teachers will also have the opportunity to monitor FSA-style writing with two benchmark writing assessments throughout the school year to progress monitor. *All assessments mentioned are aligned to FSA standards.

At least 50% 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.

Measurable Outcome: Having additional personnel in the classroom with our SWD will continue as it lowers the teacher-to-student ratio which allows for additional opportunities for small group and one-on-one instruction. Teachers will utilize newly released texts in terms of genre, theme, main character, and Lexile to offer the most appropriate texts to engage readers in addition to attending and participating in the data dives with the department.

Because of the decreases from 2021, the goal for the 2021-2022 school year is to see student achievement at or above where it was pre-pandemic.

ELA Achievement score increase by 4% to 70%

ELA Learning Gains increase of 4% to 56%

ELA Learning Gains increase of 17% to 50%

ELA teachers will have the opportunity after the Fall and Winter APM benchmark window closes to analyze, plan, and collaborate with one another so that all teachers can better understand their student's needs.

Monitoring: An aide works in the ESE Reading classroom to provide additional support to students.

Teachers will collaborate with ESOL, ESE, teachers, and paraprofessionals to learn how to best meet the needs of the students in their classes.

Person responsible for monitoring outcome: Leandra Yates (leandra.yates@sarasotacounty schools.net)

Evidence-based Strategy: Teachers' implementation of this instructional strategy will improve student's self-efficacy and confidence, so they are more likely to use it on assessments. Students who mark text while reading closely are more likely to re-read a text and cite appropriate textual evidence when answering questions, defending an opinion, or making predictions. This skill can also be applied to student's written responses. When students are able to apply the skill of color-marking they can create fully developed verbal and written responses when actively engaging in the curriculum.

Teachers will work in PLCs to analyze data from Benchmark testing as well as other data to identify students who are deficient in skills. Students who are identified through the MTSS process will be provided additional support during and after school to address deficiencies.

Rationale for Evidence-based Strategy:

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, students who are quarantined 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. Spend time in the APM data with teachers to learn what the benchmark data can tell us about the learners in their class and drive instructional decisions based on the additional data point provide from APM. Working closely with the ELA teachers, we will learn how to differentiate instruction to meet learners at their instructional level so we can fill learning gaps. Work closely with ELA teachers to help identify alternative texts, graphic novels, and relevant plots that will align with student interest. Teachers who allow choice and encourage students to choose texts that align with their interests have shown to have greater student-buy-in regarding the instructional strategies and application of skills.

Person Responsible

Leannandra Yates (leannandra.yates@sarasotacountyschools.net)

#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 16% (2019) (19% 2021), ELA Learning Gains 28%(2019) (36% 2021), Math Achievement 30% (2019) (31% 2021); Math Learning Gains 48% (2019) (32% 2021), Science Achievement 39% (2019) (44% 2021), Social Studies 39% (2019) (41% 2021), 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 in 2019 was 38%. The goal for 2021-22 school year is to increase the Federal Index for SWD indicator by 4% to 42%.

Monitoring: Students' IEPs will be reviewed with the IEP team at a minimum annually to review progress toward academic and/or social goals. Re-evaluations will be completed at a minimum every three years. Progress reports will be provided to families quarterly regarding IEP goals. Students showing need for increased supports will be reviewed at the SWST for further interventions and potentially CARE team meetings with parent involvement to further identify possible need for additional supports.

Person responsible for monitoring outcome: Heather Wasserman (heather.wasserman@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 ELA 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. Algebra and Geometry teachers are assigned to a PLC.. The effect size for Collective Teacher Efficacy is 1.57. SWD are placed with an ESE certified teacher based on the student's IEP for direct instruction. In addition to providing accommodations, class sizes are maintained at a lower cap. Students are identified through the MTSS process and provided opportunities for academic support in person or virtually. This includes 1-1, small group, and remote tutoring based on the student's need and preference.

Rationale for Evidence-based Strategy: Based on John Hattie's table of effect size, an effect size of 0.40 is equal to a year's 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

ESE Liaisons will facilitate annual IEP reviews ensuring that students' schedules align with the IEP services, communicate student/family concerns with IEP team, facilitate and monitor 3-year re-evaluation time frames and incorporate students to become owners of their learning. ESE Liaison also collaborate with school counselors and administration to monitor and support students regarding graduation requirements and progress.

Person Responsible Kimberly Belli (kimberly.belli@sarasotacountyschools.net)

ESE Liaisons, school counselors, and administrators monitor student performance and attendance through MTSS, Project 10 and conferences. Students with increased number of absences and academic struggles due to COVID-19 pandemic, provided opportunity for after school virtual or in person academic support.

Person Responsible Heather Wasserman (heather.wasserman@sarasotacountyschools.net)

Students are scheduled with ESE certified teachers based on their IEP services and progress monitoring needs.

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

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Riverview has developed a framework to strengthen intervention practices in regards to PBIS. After completing the PBIS fidelity checklist, it was apparent to the team that the building had significant areas of growth in Tier 1 and Tier 2 when it came to creating and maintaining a positive culture that focused on student needs.

Measurable Outcome: By the end of the school year, the team hopes to have a score of 2 in the following categories (benchmark score of 0):

Options for Tier II Interventions 2.5; Tier II Critical Features 2.6; Practices Matched to student need 2.7
 Throughout the year the PBIS team will revisit the benchmark data and identify what additional tasks are needed to strengthen the implementation and sustainability of a strong program.

Monitoring: Team meeting notes will be collected throughout the year as we work towards our goals to identify what strategies are working. As the team and building become more familiar with PBIS and capacity is built-in lead teachers, the focus will begin to shift to sustaining Tier 1 and strengthening Tier 2 supports.

Person responsible for monitoring outcome: Jay Lorenz (jay.lorenz@sarasotacountyschools.net)

Evidence-based Strategy: Positive reinforcement is being used throughout the building for students and staff to build capacity. Staff is recognized by receiving positive notes from their colleagues. Once they receive the postcard, they enter their name into a drawing. Students are nominated by teachers for their positive choices and demonstration of any of the RAM4 qualities. At the end of the quarter, student's names are entered into a drawing for prizes.

Rationale for Evidence-based Strategy: Members of the PBIS team have attended training or have read the research by John Hattie. They also have a strong understanding of how tired our staff is. The past two years in education have been trying on teachers and the last thing the team wanted to do was push something out that felt like one more thing. By focusing on Hattie's collective teacher efficacy and visible learning techniques to encourage teacher participation and increase our fidelity score, we hope to see the student achievement improve across all academic tested areas.

Action Steps to Implement

Frequent meetings with the PBIS team to evaluate progress, order materials needed for each monthly lesson, collect data relevant to student referrals, positive and negative, and compare to the previous year to identify additional areas of improvement throughout the year.

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

Attend meetings and take notes during the school year, align PBIS strategies to the MTSS process that is being amended, track progress with the MTSS fidelity rubric. Communicate with colleagues about trends that are being noticed regarding referrals, both positive and negative, make connections between PBIS, SWST, Project 10, and how student well-being and sense of belonging can greatly impact student achievement. Share information with colleagues and work on finding solutions.

Person Responsible Leandra Yates (leandra.yates@sarasotacountyschools.net)

#5. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

A teacher and administrator will attend the Math B.E.S.T training in Naples, FL in July to become familiar with new changes to the math standards. A teacher and/or administrator will attend the ELA B.E.S.T training in Fort Lauderdale in October to become familiar with the new changes to the ELA standards.

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

Professional learning will be developed by the group who attend the trainings for the rest of the ELA and Math depts. Monthly trainings will be delivered after school in addition to trainings offered on district Professional Days.

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

Math textbook adoptions will begin in the winter of 2022 to ensure the textbooks and resources effectively address the new standards for the upcoming 22-23 school year.

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

Teachers will participate in opportunities next summer to create lessons and Instructional Focus Guides that reflect the new B.E.S.T Standards.

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

#6. Instructional Practice specifically relating to Graduation**Area of**

Focus Description and Rationale: During the 2020-21 SY Riverview High School saw a 2% decrease in graduation rate. The 2021-22 SY goal for graduation rate is to increase 2% to recapture the success of the 2019-20 SY.

Measurable Outcome: The 2021-22 SY graduating class will achieve a graduation rate of 93%.

Monitoring: Administrators and counselors will work to monitor current seniors progress during the first semester. At-risk students will be processed through the MTSS and SWST process. The schools Assistant Principal Administration and Assistant Principal for Project 10 will monitor the process.

Person responsible for monitoring outcome: Keith Little (keith.little@sarasotacountyschools.net)

Evidence-based Strategy: MTSS is a framework that focuses on instruction, differentiated learning, student-centered learning, and individualized student needs necessary for academic success. SWST is a vital link in the MTSS process. Also, by building community through class level meetings, students will feel a sense of belonging to Riverview. This will begin with 9th grade meetings which culminate in a celebration with a commitment to graduation in 2025.

Rationale for Evidence-based Strategy: Students at-risk for graduation have encountered three years of diminished academic performance. While administrators and counselors have provided supports to help student success, at-risk seniors need targeted interventions designed to help meet the requirements for earning a Florida High School Diploma. In addition, students who have a greater sense of belonging within the school have a much higher likelihood of graduating in 4 years.

Action Steps to Implement

Administrators and counselors review student senior check data to determine areas of needs.

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

Students who are the most at-risk will be referred to the School-Wide Support Team as a part of the MTSS process.

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

Students accessing the APEX credit recovery program will be monitored by the at-risk coordinator with reports made to counselors and administration.

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

Ninth grade students will participate in Digital YoUniversity sessions weekly during 1st quarter of the school year. The last meeting will culminate in a Commitment to Graduation ceremony.

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

Students identified as needing additional support during middle school articulation meetings, grades, test scores are placed in a Freshman Transition course to assist with transitioning to high school successfully.

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

Apex bootcamps will be held in the Spring of 2022 to assist seniors who are at risk with graduating complete necessary credits. In addition, students who enrolled in Summer School in 2021 but did not complete the credit will have the opportunity to work with an Apex teacher after school to complete the credit during the 2021-22 school year.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

During the 2021-22 school year, Riverview High School has started a discipline committee where the team meets weekly to discuss behavior concerns on campus. During this time, students are identified and interventions are put in place. According to SafeSchoolsforAlex, Riverview's area of concern is violent incidents where there were 33 violent offenses out of 2,574 students, averaging 1.28 incidents out of each 100 students. RHS was ranked 330 out of 505 in this category. Fighting was the highest with a rate of 0.4 per 100 students. RHS ranked 325 out of 505 schools in drug/public order incidents. This includes tobacco which was the highest offense in the category, followed by drug use/possession. During this year, the school added key card access to the bathrooms to help curb negative behaviors.

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.

Riverview High School has recently rolled out a new Positive Behavior Intervention Support system that has been designed to enhance a more positive school culture and environment. The PBIS program includes the Ram 4, which are the expectations of our students. These expectations are Respect, Resiliency, Readiness, and Responsibility. PBIS started staff and student of the month program where students can nominate teachers can nominate students. The PBIS program also added a positive post card program this

year where teachers can say something nice to other staff members and be entered into a raffle for various prizes.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Riverview High School maintains relationships in the community through multiple partnerships. RHS is determined to continue to agency partnerships through the Covid restrictions in place, both on campus and remotely when needed. These organization include the Sarasota Housing Authority, Faces of Accomplishment, Take Stock in Children, Big Brothers and Big Sisters, Girls Inc., Y-Achievers, Children First, Forty Carrots, Healthy Start, Tidewell, and FLDOH.

RHS builds school-parent relationships through IBPO, SAC, Athletic Boosters, Band Booster, Parent Coffee Breakfast, Student Advisory Committee, communication with parents through weekly emails and quarterly newsletters, Open House, and Student Parent Information Night.

RHS builds community amongst students through principal cabinet, class meetings, student orientations, mentoring programs, IB community days, First Step, Teen Court, freshman celebration, APEX recognition, college day, career day, the Education Foundation Student Success Center and FAFSA night. Remote opportunities are often available for addressing building a positive school culture and environment.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Math | | | | \$10,174.83 |
|---|----------|--|--|----------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 319-Technology-Related Professional and Technical Services | 0181 - Riverview High School | | | \$8,000.00 |
| | | | <i>Notes: Math IXL licenses</i> | | | |
| | | | 0181 - Riverview High School | | | \$2,174.83 |
| | | | <i>Notes: Jumpstart funds to support SIP goals</i> | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$3,914.70 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | | 0181 - Riverview High School | | | \$3,914.70 |
| | | | <i>Notes: Jumpstart funds to support SIP goals</i> | | | |
| 3 | III.A. | Areas of Focus: ESSA Subgroup: Students with Disabilities | | | | \$23,239.82 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | | 0181 - Riverview High School | | | \$23,239.82 |
| | | | <i>Notes: Jumpstart funds to support SIP goals</i> | | | |
| 4 | III.A. | Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports | | | | \$10,575.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |

| | | | | | | |
|----------|---------------|---|---|--------------------------|---------------|--------------------|
| | | 500-Materials and Supplies | 0181 - Riverview High School | School Improvement Funds | | \$2,575.00 |
| | | | <i>Notes: Shirts for Class of 2025 for Commit to Graduation Celebration</i> | | | |
| | | 600-Capital Outlay | 0181 - Riverview High School | General Fund | | \$8,000.00 |
| | | | <i>Notes: HERO system</i> | | | |
| 5 | III.A. | Areas of Focus: Instructional Practice: B.E.S.T. Standards | | | | \$0.00 |
| 6 | III.A. | Areas of Focus: Instructional Practice: Graduation | | | | \$16,355.41 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | | 0181 - Riverview High School | | | \$16,355.41 |
| | | | <i>Notes: Jumpstart funds to support SIP goals</i> | | | |
| | | | | | Total: | \$64,259.76 |