Riverside High School

2021-22 Schoolwide Improvement Plan

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Riverside High School

1200 S MCDUFF AVE, Jacksonville, FL 32205

http://www.duvalschools.org/lee

Demographics

Principal: Timothy Feagins

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
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: B (60%) 2017-18: C (53%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Duval 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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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.

To provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

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
Feagins, Timothy	Principal	• Oversee Implementation of Standards-Based Instruction for Science/CTE/ Admin/ Dean/Grad Coach Professional Learning Community. • Evaluate Principal Secretary/ Bookkeeper • Standards-Based Instruction Initiatives • Maintain Comprehensive Data Spreadsheet for School • Collect and Analyze Biology Data for Comprehensive Spreadsheet • Conduct Data Analysis sessions to determine causality for Biology performance • Develop (w/ Biology teachers) prescription sets for learning • Budget/Trust Money • United Way • Monitor Data • Leader of Instructional Leadership Team • Leader of Design Team • Leader of Admin Team • School/District Advisory Council • Generals' Report (weekly) • Weekend Parent Communication • School Improvement Plan • Monthly/Weekly Calendar • Building Usage (Coverage/Security) • Payroll • Leave Forms • Supervise TDS Participants • Assign Interns/Pre-Interns • Observations/Interns • Graduation Tracking • Acceleration Tracking • Planning Day Activities/Schedule • Early Release/Professional Development • Faculty Meetings • Staff Recognition • Teacher Appreciation Week/Staff Morale • Administrative Duties/Internal Accounts
Ashman, Mark	Assistant Principal	• Oversee Implementation of Standards-Based Instruction for Math/Gear Up/AVID/ROTC/ P.E. Professional Learning Community • Evaluate Security/Deans Secretary/ Receptionist • Maintain Comprehensive Data Spreadsheet for Algebra 1 and Geometry • Collect and Analyze Algebra 1 and Geometry Data

Name	Position Title	Job Duties and Responsibilities
		• Conduct Data Analysis session to determine causality for Algebra 1 and Geometry performance • Develop (w/ Algebra 1 and Geometry teachers) prescription sets for learning • MTSS • Oversee School-Wide Discipline • Closing of School Information • Budget with Principal • Substitutes • Attendance (AIT) meetings • Approve Activities • Supervise Main Office • Develop Emergency Management Plan • Conduct Safety Inspections, Fire and Safety Drill Practice • Black Box (All Safety Drills) • Keys • 5000 Male Role Models • PBIS • Off Campus Passes • Oversee ABM/Chartwells • Facilities/Maintenance Requests • Security Plan for Building • Monitor Security Reports • Supervise Security Personnel • Building Usage • Off-Campus Lunch Passes • Parking Passes • Build Activity and Athletic Coverage • Schedule Weapons and Drug Checks • Leadership Team • Additional Responsibilities as Assigned by the Principal
Spell, William	Assistant Principal	• Oversee Implementation of Standards-Based Instruction for ELA/Reading/World Languages/ School Counselors Professional Learning Community. • Evaluate Data Entry Clerk/FIT/Attendance Clerk/Records Clerk • Maintain Comprehensive Data Spreadsheet for ELA • Collect and Analyze ELA Data for Comprehensive Spreadsheet • Conduct Data Analysis sessions to determine causality for ELA performance • Develop (w/ ELA teachers) prescription sets for learning • Summer Orientation • Fall Counts • Master Schedule

Name	Position Title	Job Duties and Responsibilities
		• Student Schedule Management • Student Lunch Assignments • Homeroom Lists • Report Card Distribution • Opening of School procedures • Room Assignments • Monitor Report Card Entries • Teacher Grade Analysis • School Website • Maintain School Calendar • FTE Reports • Teacher Certification/OOF Letters • Supervise Counselors • Marquee Updates (monthly) • Supervise Extra-Curricular/Club Activities • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Leadership Team • Additional Responsibilities as Assigned by the Principal
Skipper, Felisha	Assistant Principal	• Oversee Implementation of Standards-Based Instruction for Social Studies/ Performing Arts/ESE Professional Learning Community • Evaluate Paraprofessionals • Maintain Comprehensive Data Spreadsheet for US History • Collect and Analyze US History Data for Comprehensive Spreadsheet • Conduct Data Analysis sessions to determine causality for US History performance • Develop (w/ US History teachers) prescription sets for learning • Open House • ESOL • School Textbook Inventory • School Textbook Distribution • School Technology Inventory • School Technology Distribution • School Climate Surveys • Student of the Month • Faculty Incentives • Student Recognition/Honor Roll • Gear Up Liaison • State & District Testing • Lockers • Yearbook • School Pictures

Name	Position Title	Job Duties and Responsibilities
		• Monitor IEP Compliance Report • Monitor DVIA/FLVS progress • Bus Coordinator/Liaison • Teacher/ Employee of the Year Celebration • Supervise Interns and Pre-Interns • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Leadership Team • Additional Responsibilities as Assigned by the Principal
Eady, Judy	Dean	• Student Discipline 10th-11th Grade • Assist with security plan for the building • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Lunch Coverage • ISSP coordinator • Design Team Member • Instructional Leadership Team Member • Lead PBIS • Foundations/CHAMPS • Restorative Justice • Buses • Lost and Found • Additional Duties as Assigned by the Principal
Johnson, David	Dean	• Student discipline 9th Grade • Assist with security plan for the building • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Lunch Coverage • Buses • 5000 Male Role Models • Foundations/CHAMPS • PBIS • Design Team Member • Instructional Leadership Team Member • Restorative Justice • Additional Duties as Assigned by the Principal
Bloxom-Johnson, Rosalyn	Teacher, ESE	Fully-Released ESE Teacher

Demographic Information

Principal start date

Monday 7/1/2019, Timothy Feagins

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.*

2

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.*

13

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,611

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

13

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

10

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	472	488	351	300	1611
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	132	153	104	90	479
One or more suspensions	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	63	58	141	7	269
Course failure in Math	0	0	0	0	0	0	0	0	0	56	128	60	39	283
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	129	144	62	58	393
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	116	117	29	0	262
Number of students with a substantial reading deficiency	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	291	326	174	159	950

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	68	128	55	0	251
Students retained two or more times	0	0	0	0	0	0	0	0	0	32	54	25	4	115

Date this data was collected or last updated

Wednesday 9/1/2021

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	0	0	0	0	
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	0	0	0	0	
Level 1 on 2019 statewide Math 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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	415	448	350	365	1578
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	118	137	98	130	483
One or more suspensions	0	0	0	0	0	0	0	0	0	38	28	16	18	100
Course failure in ELA	0	0	0	0	0	0	0	0	0	135	108	27	23	293
Course failure in Math	0	0	0	0	0	0	0	0	0	131	161	80	38	410
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	135	128	78	94	435
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	106	113	29	104	352

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	260	276	181	239	956

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	135	108	27	23	293
Students retained two or more times	0	0	0	0	0	0	0	0	0	24	11	3	1	39

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				44%	47%	56%	42%	47%	56%
ELA Learning Gains				47%	48%	51%	52%	49%	53%
ELA Lowest 25th Percentile				36%	42%	42%	41%	42%	44%
Math Achievement				48%	51%	51%	40%	51%	51%
Math Learning Gains				60%	52%	48%	45%	55%	48%
Math Lowest 25th Percentile				58%	47%	45%	31%	50%	45%
Science Achievement				68%	65%	68%	55%	61%	67%
Social Studies Achievement				73%	70%	73%	65%	67%	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	42%	48%	-6%	55%	-13%
Cohort Comparison						
10	2021					
	2019	43%	48%	-5%	53%	-10%
Cohort Comparison		-42%				

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	65%	67%	-2%	67%	-2%
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	71%	68%	3%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	19%	57%	-38%	61%	-42%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	61%	3%	57%	7%

Grade Level Data Review - Progress Monitoring Assessments

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

Throughout the 2020-21 school year, students in English Language Arts, Algebra 1, Geometry, Biology, and US History were administered Progress Monitoring Assessments (PMA) which assessed the standards covered over each marking period. Results were used to determine interventions and remediation strategies necessary to assist all students with mastery of standards prior to the State FSA/ EOC.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	47%	48%
	Economically Disadvantaged	40%	39%	40%
	Students With Disabilities	23%	19%	15%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55%	52%	56%
	Economically Disadvantaged	51%	49%	53%
	Students With Disabilities	30%	40%	32%
	English Language Learners	0%	0%	50%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	83%	86%	77%
	Economically Disadvantaged	75%	82%	70%
	Students With Disabilities	50%	100%	100%
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	100%	100%	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	48%	44%
	Economically Disadvantaged	34%	44%	39%
	Students With Disabilities	17%	44%	37%
	English Language Learners	0%	13%	25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	32%	25%
	Economically Disadvantaged	30%	30%	27%
	Students With Disabilities	23%	25%	25%
	English Language Learners	33%	57%	29%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	46%	39%
	Economically Disadvantaged	46%	43%	37%
	Students With Disabilities	33%	24%	24%
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	61%	63%	50%
	Economically Disadvantaged	55%	58%	50%
	Students With Disabilities	14%	50%	25%
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46%	44	51%
	Economically Disadvantaged	43%	41%	46%
	Students With Disabilities	13%	16%	19%
	English Language Learners	13%	8%	10%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	36%	26%
	Economically Disadvantaged	46%	35%	25%
	Students With Disabilities	27%	33%	6%
	English Language Learners	10%	10%	25%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	44%	27%
	Economically Disadvantaged	52%	42%	19%
	Students With Disabilities	0%	36%	13%
	English Language Learners	36%	45%	25%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	72%	72%	66%
	Economically Disadvantaged	76%	66%	68%
	Students With Disabilities	64%	58%	50%
	English Language Learners	55%	42$	0%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	40%	23%
	Economically Disadvantaged	34%	36%	27%
	Students With Disabilities	4%	8%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	29%	38%
	Economically Disadvantaged	13%	25%	50%
	Students With Disabilities	0%	50%	50%
	English Language Learners	0%	0%	100%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	80%	50%	56%
	Economically Disadvantaged	75%	60%	83%
	Students With Disabilities	N/A	N/A	0%
	English Language Learners	N/A	0%	0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	80%	80%	86%
	Economically Disadvantaged	67%	67%	80%
	Students With Disabilities	0%	0%	0%
	English Language Learners	N/A	N/A	N/A

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	20	52	64	15	15	25	31	42		85	52
ELL	14	33	31	22	15		54	50		93	65
ASN	40	30									
BLK	36	46	40	20	22	27	41	62		95	74
HSP	43	54	41	31	31		50	67		83	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	44	40		23				77		100	71
WHT	58	53		45	29		71	85		74	88
FRL	30	41	40	21	26	30	42	62		88	70

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	19	35	31	29	50		58	29		75	73
ELL	13	48	40	37	90		45	42		44	73
ASN	73	60		91	80			60		79	93
BLK	39	46	36	39	53	47	65	73		87	75
HSP	53	56	40	54	68		59	65		63	71
MUL	54	35		69	70		64	69		79	73
WHT	59	47	38	83	82	90	86	85		87	86
FRL	37	45	36	40	55	44	64	68		81	74

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	17	36	37	24	33	15	22	44		86	53
ELL	13	47	47	21			27			63	59
ASN	61	56		59	45		67			77	60
BLK	39	50	40	38	43	28	51	63		87	70
HSP	37	54	46	24	42		70	60		79	58
MUL	50	50		48	54		53	65		93	69
WHT	55	61	53	52	53	50	68	82		87	77
FRL	39	50	39	38	44	28	49	61		82	64

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	49
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	62
Total Points Earned for the Federal Index	542
Total Components for the Federal Index	11
Percent Tested	85%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	40
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	44
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	35
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
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	59
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	63
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	47
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?

Students in all grade levels consistently achieved the lowest on progress monitoring assessments across Mathematics. Trends show a steady decline as the year progresses in all grade levels in Mathematics.

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

Both Algebra 1 and Geometry did not show any improvement based on progress monitoring throughout the 2020-2021 school year. 2019 state assessment results reflect the lack of adequate progress in Algebra 1 with a 19% proficiency rate.

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

Throughout the 2020-2021 school year, there was inconsistent mathematics personnel. In both Algebra 1 and Geometry, the departments were subject to teachers on leave or resignations.

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

US History and English Language Arts showed the most improvement or consistent achievement from the 2019 school year.

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

The US History department had consistent personnel within the department who understood the level of expectation for the EOC and had been preparing students for numerous years. The English Language Arts department also had consistent personnel throughout the school year. Both subject areas were able to have effective planning and delivery throughout the school year.

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

The mathematics department will need to have coaching cycles throughout the 2021-2022 school year with both district personnel and a site-based coach. Through the hiring of a site-based coach, teachers will receive one-on-one support to identify deficits in student learning and feedback on lessons that will allow for the highest level rigor in relation to the standards. All Algebra 1 and Geometry students will be double-blocked to ensure adequate time for interventions and remediation on standards previously taught or foundational schools that are lacking. Regular common progress monitoring assessments will take place throughout each marking period to identify students with deficits. Remediation cycles will be planned and implemented with each student who does not show adequate progress throughout the school year.

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.

The site-based coach will provide ongoing coaching cycles with teachers throughout the school year resulting in standards-based lesson delivery. Algebra 1 and Geometry teachers will meet weekly to analyze standards, analyze student work/tasks, develop common assessments, analyze progress monitoring data, and develop rigorous standards-aligned lessons. Flexible teacher-led small intervention groups will be held daily based on data that show lack of adequate progress after each lesson.

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

An overhaul of the the data analysis system at the school will be implemented to develop a sustainable procedure for identifying students who are not making adequate progress throughout the school year. This data analysis will take place with the teacher, in conjunction with the students, the math coach, in conjunction with the teachers, and the administrators through Professional Learning Communities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Area of Focus Description: Standards-aligned instruction will be the focus of improvement for the 2021-22 school year. Specifically, departments will develop learning arcs around standards in which students did not show mastery during the 2020-2021 school year to conduct a deep analysis of the objectives being taught, tasks given to students, and assessments used to measure student mastery. Standards-aligned instruction will allow for students to show mastery of standards to prepare them for the public postsecondary level. Area of Focus Rationale: The rationale for focusing on standards-aligned instruction is to ensure instructional practices lead to mastery of standards from the students. Through 664 classroom observations during the 2020-2021 school year, the following trends existed in regards to standards-aligned instruction: 1. Standards were posted for each lesson and used to guide instruction. (84%) 2. Teachers were partially using the language of the standard to guide instruction. (54%) 3. Students were rarely observed able to articulate the standard being taught. (36%) 4. Instruction mostly aligned to the intended standard. (67%) 5. Materials and student tasks mostly aligned to the intended standard. (91%, 87%; respectively) 6. Measures were partially in place to determine mastery of the standard. (58%) 7. Assessment opportunities equivalent to the experience students will have on the FSA/EOC were partially in place to assist teachers with providing interventions and supports. (44%)
Measurable Outcome:	The following outcomes will be used to measure progression of the area of focus of standards-aligned instruction: - Appropriate standards being taught for each lesson will be posted on the board - 95% (84% in 2020-21) - Teachers will use the posted standards to guide instruction - 75% (54% in 2020-21) - Students will be able to articulate the standard being taught - 66% (36% in 2020-21) - Instruction will match the standards posted - 95% (67% in 2020-21) - Materials used will be aligned to the complexity of the standard - 95% (91% in 2020-21) - Student tasks will be aligned to the depth and complexity of the standard - 95% (87% in 2020-21) - Student tasks will determine mastery of the standard - 95% (58% in 2020-21) - Assessment will be aligned to the level of expectation for the End of Course exams - 66% (44% in 2020-21)
Monitoring:	Administrators will conduct weekly planning sessions with teachers to focus on developing lesson plans, tasks, and assessments that align to the intended standard. Administrators will conducted daily classroom walkthroughs to observe the level of standards implementation in the classroom. Administrators will be recording frequency of instruction aligned to standards, student tasks aligned to standards, and assessment experiences equivalent to the FSA/EOC. Administrators will be monitoring the level of student articulation of the standard being taught to determine the level of understanding students show in mastering the intended standard. Administrators and the Graduation Coach will monitor the level of postsecondary readiness

of students based on assessment results (ACT/SAT/PERT) as a result of standards-aligned instruction.

Person responsible for monitoring outcome:
Timothy Feagins (feaginst@duvalschools.org)

Evidence-based Strategy:
Teachers will participate in weekly Professional Learning Communities (PLC) and Common Planning sessions where standards will be analyzed to determine the concepts embedded in the standards and how the standards should be practiced in order to show mastery, and tasks and common assessments will be developed based on the objectives of each standard. During PLCs and Common Planning, teachers will also determine appropriate objectives that need to be met in order for the entire standard to be covered and practiced, and common assessments will be created.

Additional instructional and support personnel will be purchased using Title I money to reduce class size and provide remediation courses in mathematics and reading: 2 Social Studies, 2 Mathematics, 1 Language Arts, 1 Dean of Students, and 1 Graduation Coach. Additional funds will also be reserved from Title I to provide after school tutoring in the FSA/EOC testing subjects.

Rationale for Evidence-based Strategy:
Providing weekly opportunities for teachers to meet in PLCs will allow time for standards to be fully understood prior to developing tasks and assessments. PLCs will also provide opportunities for teachers to collaboratively develop the objectives necessary to ensure all concepts are properly taught.

Providing weekly opportunities for teachers to commonly plan as a department will provide a collaborative environment where resources can be shared in the development of tasks and assessments directly aligned and related to the established objectives for each standard.

Providing frequent feedback through weekly classroom walkthroughs will allow administration and teachers to work collaboratively to improve level of standards-aligned instruction.

Action Steps to Implement

Establish PLC and Common Planning calendar
-Determine weekly PLC Dates
-Determine weekly Common Planning Dates
-Meet with teachers by department for all PLCs and Common Planning Sessions

Person Responsible
Timothy Feagins (feaginst@duvalschools.org)

Follow PLC procedures
-Select the standard to analyze
-Determine the nouns and verbs for selected standard. This will allow teachers to identify specific concepts embedded into the standard and how the standard should be taught.
-These same identified nouns and verbs will be underlined on the standard posted on the board of the classroom and reviewed with students to help them articulate the expectation of the standard.
-Collaboratively review resources available to understand the complexity of the standard and how it should be taught and its content limits.
-Through the resources, collaboratively develop objectives aligned to the standard.

-Appropriately cluster the standards in groups and place in a logical, sequential order for delivery to ensure standard is taught in its entirety

Person Responsible Timothy Feagins (feaginst@duvalschools.org)

Follow Common Planning procedures
-Collaboratively develop learning tasks around the objective clusters at the level of expectation for each standard.
-Collaboratively develop assessments for each learning task that will measure the level of understanding for each part of the standard.
-Collaboratively develop an overarching assessment for the standard in its entirety that will measure mastery of the full standard at the level of expectation.

Person Responsible Timothy Feagins (feaginst@duvalschools.org)

Conduct weekly classroom walkthroughs
-Conduct 15-20 minute classroom walkthroughs that will look for appropriate standard posted in the classroom, nouns and verbs underlined in each standard, instruction guided by the language of the standard, students ability to articulate the standard, materials aligned to the standard, tasks aligned to the standard, and assessment aligned to the standard to determine mastery.
-Provide timely feedback to teachers based on the classroom walkthroughs.
-Determine trends from the classroom walkthroughs that will improve level of stanards-aligned instruction.
-Use trends from the classroom walkthroughs as a focus when analyzing standards in PLCs and developing tasks and assessments in Common Planning.

Person Responsible Timothy Feagins (feaginst@duvalschools.org)

Provide professional development to teachers on how to use the standard to guide instruction.
-Conduct lesson studies around the language of the standard.
-Use the item specification from FLDOE to better understand the depth and intended rigor of the standard prior to teaching the standard.
-Script high order questions in lesson plans that uses the language and components of the standard to ensure all relevant information and questions are given throughout the lesson.

Person Responsible Timothy Feagins (feaginst@duvalschools.org)

Provide professional development on how to have students better articulate the standard through discussions and tasks.
-Train teachers on what articulation of the standard by the students looks like.
-Set expectations with teachers on what students should be doing in order to accurately articulate the standard.
-Reflect with teachers after every standard is taught on how well the students were able to articulate the standard through discussion and learning tasks.

Person Responsible Timothy Feagins (feaginst@duvalschools.org)

Monitor postsecondary readiness level of students throughout the school year based on results from ACT/SAT/PERT. Preparation for the assessments will include:
-Standards-aligned instruction allowing students to show mastery of standards prior to taking the assessments.
-After-school and in-school tutoring for ACT/SAT/PERT preparation.
-Providing multiple opportunities throughout the school year (both during the school day and outside the school day) for students to take the ACT/SAT/PERT.
-

Person Responsible Felisha Skipper (skipperf1@duvalschools.org)

#2. Other specifically relating to 5Essentials Survey Data	
Area of Focus Description and Rationale:	Description of Area of Focus: Overall in 2021, Riverside High School's 5Essential Survey results conclude that the school is moderately organized for improvement. This designation was an improvement from the 2020 survey result of "partially" organized. From the survey results, three areas for improvement will be the focus: teacher influence, collective responsibility, and safety. Rationale for Area of Focus: These three areas from the 2021 5Essential Survey were selected because they were identified as the lowest performing indicators from the results of the survey.
Measurable Outcome:	For the 2022 5Essentials Survey, the following measurable outcome goals are: -Teacher Influence - mScore 30 (up from mScore 9) -Collective Responsibility - mScore 50 (up from mScore 27) -Safety - mScore 50 (up from mScore 25)
Monitoring:	The Instructional Leadership Team, comprised of all school department heads and led by the Principal, will meet monthly to discuss components of the survey from each of the identified areas of improvement. From this discussion, an action plan will be develop and measurable outcomes throughout the school year will be implemented to determine if improvement has been made prior to taking the 2022 5Essentials Survey.
Person responsible for monitoring outcome:	Timothy Feagins (feaginst@duvalschools.org)
Evidence-based Strategy:	Instructional Leadership Team will analyze the survey questions for each of the identified areas of focus to breakdown the responses given by teachers and students. Strategies for improvement of the indicators will be developed and monitored throughout the school year to result in overall positive school culture.
Rationale for Evidence-based Strategy:	By analyzing the survey questions for each indicator of the areas of focus, the Instructional Leadership Team will be able to identify the causality of the state of the school culture. The Instructional Leadership Team will be able to develop methods to establish transparent and honest conversations with teachers and students to brainstorm ways to improve the overall school culture as it relates to these areas of focus.
Action Steps to Implement	

Meet with Instructional Leadership Team
-Discuss overall results of the 5Essentials Survey Data
-Concentrate specifically on the three components of teacher influence, collective responsibility, and student-teacher trust.
-Analyze the questions from the 5Essentials survey for each component to determine causality for the low mScores.
-Discuss and determine strategies and activities to improve survey results for the 2021 5Essentials survey.

Person Responsible	Timothy Feagins (feaginst@duvalschools.org)

Improve teacher influence
-Meet with departments to answer the following questions:
1. How would you like to determine which books and other instructional materials are used in

classrooms?
2. What in-service programs would you like to participate in that will grow you professionally throughout the school year?
3. What influence you believe the teacher should have on student behavior?
-Based on the answers from the teachers, put strategic steps in place to improve the level of teacher influence throughout the school.

Person Responsible   Felisha Skipper (skipperf1@duvalschools.org)

Improve Collective Responsibility
-Meet with departments to answer the following questions:
1. What does collective responsibility look like in practice?
2. What would teachers be doing differently at the end of the year if we grow collective responsibility?
3. How would teachers interact with one another differently?
4. How would teachers jointly problem solve around student academics?
5. What would teachers work together to grow students' character?
6. How would teachers collaborate to drive general school improvement?
7. Imagine we have been given sixty seconds on the news to clarify how we improved collective responsibility at our school. What do we want to say?

Person Responsible   William Spell (spellw1@duvalschools.org)

Improve Safety
-Meet with student focus groups to receive more clarity on the 5Essential survey questions/ statements around this component:
Student report how safe they feel:
1. Outside and around the school?
2. Traveling between home and school?
3. In your classes?
4. In the hallways of the school?
5. In the bathrooms of the school?
-Discuss the responses from the students with teachers.
-Determine strategies as a faculty on how to improve safety throughout the school.
-Re-evaluate student responses to the statements mid-year and at the end of the year through focus groups as checkpoints for this component.

Person Responsible   Mark Ashman (ashmanm@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

According the the SafeSchoolsforAlex.org dashboard which reports date up to the 2019-2020 school year, Riverside HS ranked #260 out of 505 high schools statewide and #13 out of 24 high schools in DCPS. These rankings resulted in a "moderate" school incident ranking. Overall, Riverside HS reported 3.1 incidents per 100 students which is under the statewide average of 3.3 per 100 high school students.

The 2019-2020 data shows that Riverside HS has the highest incident rank in the "violent incidents" category which shows fighting as the number one reported infraction. Taking this data into consideration, Riverside HS has implemented a strong restorative justice program which will allow students to sit with peer mediators to settle any differences and develop strategies to prevent any violent incidents from occurring or reoccurring in the future.

The data from the report shows that over the past six school years, Riverside HS has seen a steady decline in the number of suspensions. During the 2015-2016 school year, Riverside HS issued 847 suspensions (552 in-school and 295 out-of-school). Data shows a sharp decrease in suspensions during the 2019-2020 school year when Riverside HS issued 452 suspensions (277 in-school and 175 out-of-school). Although over the years the suspension data has been reduced by 47%, Riverside HS still ranks "very high" on the Total Reported Suspensions comparison report with the suspension rate of 26.5 suspensions per 100 students compared to 13.5 per 100 suspensions statewide.

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.

Riverside High School focuses on the "whole" child. We ensure that every child is equipped with what they need, both academically and socially.

Throughout the school year, the school counselors meet with every student to review academic history, set post-secondary goals, and monitor student academic progress. School counselors also provide resources through Full Services Schools to meet students social and emotional needs. Students are referred to outside counseling as needed to provide them with resources to deal with external struggles that may impede on academic performance.

Riverside High School partners with Communities in Schools which is an organization in Jacksonville, FL that provides wrap-around services for students. Through Communities in Schools, students are able to receive social and emotional services through outside agencies, visit with colleges and universities, hear from guest speakers within the community, and take part in internships.

Local colleges and universities visit the campus every week to have "college conversations" with upperclassmen. These conversations give students the information needed in order to successfully apply for admission into the institution. The school counselors host FASFA parent nights to assist parents with understanding how to apply for financial aid to colleges and universities. The school hosts instant signing days with colleges and universities to assist students with fulfilling their post-secondary plans.

Mentorship with community members is available through the Gear Up program that is on-site at Riverside High School. The Gear Up program is comprised of various agencies across Jacksonville, such as I'm a Star Foundation, Communities in Schools, and the University of North Florida. Mentors are on campus daily to visit with students to track his/her academic performance in school and provide social and emotional resources.

Riverside High School uses feedback from the 5Essentials survey data to make positive change in the school community. Based on the results from the 5Essential data, teams of teachers and administrators brainstorm ways to improve the overall culture at the school. Action plans are developed based on the brainstorming sessions, and positive change is implemented.

Reducing the number of student infractions of the Code of Conduct is one focus over the last few school years. Through the implementation of the Restorative Justice class and program at Riverside High School, students, teachers, and administrators have taken a proactive and preventative approach to student behavior. Riverside High School now has a peer mediation program in place in which students who commit minor infractions sit in a support circle to discuss the causality of the infraction and steps that can be put in place to prevent the infraction from taking place in the future.

One of the new goals for the 2021-2022 school year will be around student attendance. Riverside High School has always had a high truancy rate which affects overall course passing rate, graduation rate, and student achievement on end-of-course assessments. Through a more proactive approach, administration, teacher, and the truancy office will review absenteeism data more regularly and identify students who are present fewer than 90% of the school year. The overall goal will be to better educate the student and parents on the consequences for not being in school and the benefits of attending regularly.

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

To create a positive school culture and environment, stakeholder groups will be able to give feedback and input in the following ways.

Content Departments
-Content departments will meet bi-weekly in PLCs and common planning sessions to collaboratively develop lesson plans, tasks, and assessments aligned to the standards. This practice will allow teachers the autonomy to produce lessons aligned to the standard with resources they feel will demonstrate mastery.

Student Councils
-Junior and senior classes will have established councils voted on by their peers to develop systems and program for the school using student voice. Each council will have the ability to make improvements to the school and improve the overall learning environment and programs.

Principal/Student Forums
-Students will have the opportunity to speak directly to the Principal in a bi-weekly forum to address concerns and issues at the school. This forum will provide a two-way communication between the student body and administration at the school. Ideas and issues that arise from each forum will be shared with relevant faculty members and student councils to brainstorm ways for improvement. Each session will contribute to a strong sense of student voice and contribute to continuous school improvement.

Instructional Leadership Team
-This team is made up of all administrators, deans, and department heads. The purpose of this committee is to track overall school culture using the indicators and results from the 5Essential survey data. Strategies will be brainstormed and determined to improve results for the 5Essentials survey.

Shared-Decision Making Committee
-This committee discusses and concerns or issues at the school that affect the entire school. Members of this team are voted on by each department and provides an opportunity for all faculty voices to be heard. Decisions that impact the school as a whole are decided through this team.

School Advisory Council (SAC)
-SAC meets monthly to discuss overall student data, budgetary expenditures, and any other school-wide issues. The SAC gives advice to the principal on how to improve overall student performance, fiscal responsibility with the budget allocation, and programs that will help maintain a positive learning environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$506,875.22
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0331 - Riverside High School	Title, I Part A		$334,549.33
			Notes: Salaries for additional teachers			
			0331 - Riverside High School	Title, I Part A		$31,254.89
			Notes: Tutoring			
			0331 - Riverside High School	Title, I Part A		$141,071.00
			Notes: Salaries for Dean of Students and Graduation Coach			
2	III.A.	Areas of Focus: Other: 5Essentials Survey Data				$0.00
					Total:	$506,875.22