Riverhills Elementary Magnet School

2021-22 Schoolwide Improvement Plan

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Riverhills Elementary Magnet School

405 S RIVERHILLS DR, Temple Terrace, FL 33617

http://riverhills.mysdhc.org

Demographics

Principal: Crystal Brown

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
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)	90%
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: C (45%) 2017-18: C (49%) 2016-17: C (49%)
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 Hillsborough 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)
Elementary School KG-5	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

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 guide all learners by providing meaningful opportunities which inspires life long innovators to be caring, responsible, and successful. Students will develop into globally minded citizens through collaboration, reflection, action, and inquiry.

Provide the school's vision statement.

Empowering children to create a better future.

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
Connolly, Todd	Principal	Directs and coordinates educational, administrative, and counseling activities of an elementary public school by performing assigned duties personally or through subordinate supervisors. Serves as the instructional leader, develops and evaluates educational program to ensure conformance of state, national and school board standards.
Bryant, LaKeyshea	Assistant Principal	Assist the school principal. Directs and coordinates educational, administrative, and counseling activities of an elementary public school by performing assigned duties personally or through subordinate supervisors. Serves as the instructional leader, develops and evaluates educational program to ensure conformance of state, national and school board standards.
Favata, Diana	Magnet Coordinator	Employee is responsible for over seeing our school marketing, completing IB paperwork and makig sure we are in compliance with the IBO, working with our school and federal Magnet office to ensure we are meeting the requirements for our magnet program. Employee works with theachers through planning and training to make sure our unit planners are complete and meet state requirements for grade level standards.
Guerrero, ToniAnn	Instructional Coach	This a teacher talent develper position. This employee spends half her day working in her own classroom and the other half is spent working to improve teacher practice by modeling, planning with, and supporting learning in the mathematics classroom.
Hurt, Sarah	Instructional Coach	This a teacher talent develper position. This employee spends half her day working in her own classroom and the other half is spent working to improve teacher practice by modeling, planning with, and supporting learning in the English Language Arts classroom.
Barrineau, Brandice	SAC Member	This employee is the CHAIR of our SAC Team and ensure that we are in compliance with all state and local requirements with regards to the school improvement process.

Demographic Information

Principal start date
Friday 7/1/2011, Crystal Brown

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.*
0

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.*

4

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

546

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

2

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

2

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	74	84	78	79	84	69	0	0	0	0	0	0	0	468
Attendance below 90 percent	6	7	4	5	11	9	0	0	0	0	0	0	0	42
One or more suspensions	0	2	0	2	2	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	12	19	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	25	25	23	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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	1	0	1	0	0	0	0	0	0	0	0	0	2

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	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 6/9/2021

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	80	82	79	82	76	78	0	0	0	0	0	0	0	477
Attendance below 90 percent	2	2	2	4	5	4	0	0	0	0	0	0	0	19
One or more suspensions	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	3	20	0	0	0	0	0	0	0	23
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	15	19	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	19	0	0	0	0	0	0	0	28

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	3	4	0	0	0	0	0	0	0	7

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	1	0	2	0	0	0	0	0	0	0	0	0	3
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	80	82	79	82	76	78	0	0	0	0	0	0	0	477
Attendance below 90 percent	2	2	2	4	5	4	0	0	0	0	0	0	0	19
One or more suspensions	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	3	20	0	0	0	0	0	0	0	23
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	15	19	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	19	0	0	0	0	0	0	0	28

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	3	4	0	0	0	0	0	0	0	7

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	1	0	2	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				58%	52%	57%	59%	52%	56%
ELA Learning Gains				44%	55%	58%	49%	52%	55%
ELA Lowest 25th Percentile				33%	50%	53%	36%	46%	48%
Math Achievement				56%	54%	63%	63%	55%	62%
Math Learning Gains				40%	57%	62%	56%	57%	59%
Math Lowest 25th Percentile				23%	46%	51%	32%	44%	47%
Science Achievement				61%	50%	53%	48%	51%	55%

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**
03	2021					
	2019	67%	52%	15%	58%	9%
Cohort Comparison						
04	2021					
	2019	58%	55%	3%	58%	0%
Cohort Comparison		-67%				
05	2021					
	2019	50%	54%	-4%	56%	-6%
Cohort Comparison		-58%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	56%	54%	2%	62%	-6%
Cohort Comparison						
04	2021					
	2019	52%	57%	-5%	64%	-12%
Cohort Comparison		-56%				
05	2021					
	2019	59%	54%	5%	60%	-1%
Cohort Comparison		-52%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	61%	51%	10%	53%	8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

In grades K-5 we used iReady data to progress monitor our students.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	57	65
	Economically Disadvantaged	29	36	47
	Students With Disabilities	48	54	57
	English Language Learners	20	20	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	40	63
	Economically Disadvantaged	22	24	49
	Students With Disabilities	30	50	56
	English Language Learners	0	20	20

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	55	77
	Economically Disadvantaged	21	41	71
	Students With Disabilities	56	70	88
	English Language Learners	33	33	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	37	57
	Economically Disadvantaged	13	22	45
	Students With Disabilities	33	56	76
	English Language Learners	17	33	34

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	72	75
	Economically Disadvantaged	51	66	66
	Students With Disabilities	58	62	67
	English Language Learners	14	50	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	44	58
	Economically Disadvantaged	15	30	50
	Students With Disabilities	40	48	78
	English Language Learners	0	0	29

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	52	60
	Economically Disadvantaged	27	30	41
	Students With Disabilities	65	64	69
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	40	58
	Economically Disadvantaged	25	20	37
	Students With Disabilities	62	60	72
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	50	61
	Economically Disadvantaged	18	23	32
	Students With Disabilities	44	50	60
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	44	55
	Economically Disadvantaged	8	16	28
	Students With Disabilities	36	44	51
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	58	
	Economically Disadvantaged			
	Students With Disabilities	44	56	
	English Language Learners	37	10	

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	32	33		29	17		20				
ELL	41			27							
ASN	83			92							
BLK	41	41	27	34	36	17	35				
HSP	58	57		43	36		36				
MUL	68			58							
WHT	82	58		71	60		74				
FRL	46	38	19	34	27	7	31				
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	26	50		33	47						
ELL	47	50		53	75						

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
ASN	80	67		90	80		75				
BLK	45	30	22	46	28	22	52				
HSP	45	42		45	32		71				
MUL	65	38		48	23						
WHT	73	56		66	50	20	75				
FRL	43	32	28	39	26	21	58				
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	35	50	30	48	40	33	18				
ELL	56			69							
ASN	70	85		100	62						
BLK	51	50	40	52	47	25	33				
HSP	58	42		65	75		50				
MUL	53	36		35	55						
WHT	72	45		72	55		61				
FRL	52	48	43	52	49	30	37				

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	8
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	88
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	33
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	42
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	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

All grade levels showed growth over time in all content areas. Our students with disabilities also showed great growth over the school year in all grade levels and all content areas. Our ELL students did not appear to show the same level of growth as their peers in all content areas.

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

Students making gains in our bottom quartile in both ELA and Math were our lowest performance areas in 2018-2019. This was closely monitored in the 2019-2020 school year and we were seeing evidence of growth in these areas. We will continue to make this a priority in the 2021-2022 school year. We dropped 7 points in the area of mathematics proficiency and dropped 6 points in the percent making learning gains as measured by the 2018-2019 FSA assessment. Both of these were closely monitored in the 2019-2020 school year and we were seeing evidence of growth in both areas. We will continue to make this a priority in the 2021-2022 school year.

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

Our 4th grade math data had the largest gap in the 2018-2019 administration of the FSA. This was a gap year in textbook adoption. We took many measures during the 2019-2020 school year to address this area, including improved planning practices, work with our district office in lesson planning, modeling and providing teacher feedback. We will continue to make this a priority in the 2020-2021 school year.

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

We showed the greatest improvement in our science scores during the 2018-2019 administration of the FSA Science. Evidence from assessment monitoring during the 2019-2020 school year showed that we were maintaining the growth that was demonstrated in 2018-2019.

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

We focused on science instruction and best practices in science were in place at al grade levels. Our science contact person conducted several content trainings during PLC's and our 5th grade team attended meetings with district personal to take a closer look at planning and practices in the area of schence.

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

We have been granted a TTD (Teacher Talent Developer) position this school year. This will all our grade levels teachers to have access to a content area expert in Mathematics and one in ELA to assist them in growing thier professional practices. This school year we worked to identify model classrooms for science, math and ELA. We will continue to use these classrooms for teachers to visit and learn from. We will utilize district resource teachers and our TTD's to model lessons in classrooms and conduct side by side coaching with teachers in need of growth in a particular content area.

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.

We will be offering professional development around the new BEST Standards, our ELA TTD will offer professional development in integrating writing and reading instruction. A heavy emphasis will be placed on our primary grade levels, setting the foundation with students so there are not big wholes to fill when students move into the intermediate grades.

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

Model classrooms, and the use of our TTD's to grow instrucitonal practices across our entire building from pre-K to 5th grade. Our AGP teachers and ESE teachers will work with students who need additional services regardless of whether they qualify for the services or not.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	We will continue our efforts of improving standards-aligned instruction in 2021-2022. Our data from the administration of FSA in 2018-2019 showed a need for improvement in this area. This was a major focus for us in 2020-2021. Our formative data from the current school year was showing that we were making growth with our bottom quartile students (48% in Math and 52% in Reading) and the number of students overall making learning gains in reading (60%) and math (58%). These percentages were taken from trend data using Formative Assessments. The formative data did drop slightly from our formative data duirng the prior school year. We believe this was in part due to the challenges that came due to the COVID 19 quarentines and eLearning vs. brick and mortar instruction.
Measurable Outcome:	The percentage of students making learning gains in 4th and 5th grade reading and mathematics will increase to 65 percent as measured by the 2021-2022 administration of the FSA assessment.
Monitoring:	We will monitor all formative data using a data tracker. Students in grades 4 and 5 will also be tracked as to how they are performing towards proficiency and tracked to deterimine if they are in lign to make learning gains in ELA and Math.
Person responsible for monitoring outcome:	Todd Connolly (todd.connolly@hcps.net)
Evidence-based Strategy:	Student assessment data will be collected (formative, monthly assessments, etc) and analyzed for evidence of students making gains. The school leadership team and grade level PLC's will problem solve and plan interventions for students not showing evidence of making gains. Such strategies could include day time ELP, RTI interventions, student assigned a mentor, implementation of enrichment groups and remediation groups, etc. This will include closely monitoring and planning for improvement with our subgroups needing to show improvement (Black, SWD and Economically Disadvantaged Students).
Rationale for Evidence-based Strategy:	This is a strategy that we implemented during the 2019-2020 school year and we were seeing significant results with students making learning gains overall, as well as our bottom quartile making improvement toward learning gains. This constant monitoring of student data allowed us to provide interventions that allowed our students to achieve success through standards based instruction. We attempted to implement this last school year, however we did not see as much success as a result of the constant insturctional shifts that took place from day to day / week to week due to COVID 19 virus.

Action Steps to Implement

Model classrooms will be identified for both ELA and Math/ Primary and Intermediate where teachers can observe and learn from their Peers.

Person Responsible	LaKeyshea Bryant (lakeyshea.bryant@hcps.net)

We will utiilize our Teacher Talent Development (TTD) unit to provide coaching and modeling of best instructional practices within each teachers classroom. Teachers will receive peer feedback and follow up based on work being done with each teacher and their assigned TTD.

Person Responsible	Todd Connolly (todd.connolly@hcps.net)

Administration will provide each teacher with feedback on instructional practices a minimum of two times per month and we will cycle back to ensure effective strategies are being implemented. Administration will utilize up to date student data to guide feedback to teachers.

Person Responsible Todd Connolly (todd.connolly@hcps.net)

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.

Riverhills ranked in the low category. We fell 298 out of 1395 schools statewide. We were number 16 out of 119 schools in our district. Riverhills will continue to use suspension as a last resort. Administration and our student services team utilizes the student SEL survey to identify areas of concern and creat action steps to improve upon. Currently our SEL survey data is telling us that we need to work with our students on identify coping skills to deal with stress. Our student services team is working on PD for staff during pre-planning and identifying activities for students during monthly guidance lessons to address the student population as a whole. In addition, our student services team is creating small groups to work with students who have a greater need of developing coping mechanisms to deal with stress and challenges that arise in their day to day life experiences.

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.

We implement "IB attitudes" as a part of our International Baccalaureate program. Students, staff, parents, and community members recognize students and other stakeholders who are exhibiting and contributing to our ib attitudes and a positive school culture. A student is elected by their classmates monthly to represent their class as student of the month for demonstrating the IB Attitude of the Month.

Students in need are assigned mentors to help them with behavior or academic needs.

Our PE coach, school resource officer and guidance counselor have initiated boys and girls clubs to help students develop leadership skills and to improve behavior and academics.

The SEL survey is analyzed and our student services team utilizes this data to plan for monthly guidance

lessons and guidance, social and psychologist plan small groups for students in need of additonal supports and services.

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

Administration - Sets expectations for staff and students, promotes positive school culuture and climate, recognizes students and staff for contributing to a positive school culture.

Guidance, Social Worker, Psychologist - Works with students individually and in small groups to teach SEL skills, provide counseling or other resources as needed.

Resource officer / PE Coach - Provides rewards and incientives to our neediest of students

Teachers - Works with students to teach SEL skills, recognizes students for contributing to a positive school environment, submits Spotlight on IB when student or students go above and beyong in promoting a postiive school culture.

All staff members - Seize on any opportunity to make a difference in the life of a child.

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	$0.00
		Total:	**$0.00**