

Hillsborough County Public Schools

Riverhills Elementary Magnet School



2022-23 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: 5/30/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2021-22 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	2021-22: A (69%) 2018-19: C (45%) 2017-18: 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	N/A
* 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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Riverhills Elementary Magnet School

405 S RIVERHILLS DR, Temple Terrace, FL 33617

<http://riverhills.mysdhc.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		C	C

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Brown, Crystal	Principal	The Principal's job duties and responsibilities include the following: oversee the instructional program, PSLT process, Student data and Progress Monitoring, Student Behavior management, maintain facilities, and any other duty that arises.
Bryant, LaKeyshea	Assistant Principal	The Assistant Principal's job duties and responsibilities include the following: oversee the instructional program, PSLT process, Student data and Progress Monitoring, Student Behavior management, maintain facilities, and any other duty that arises.

Demographic Information

Principal start date

Monday 5/30/2022, Crystal Brown

Number of teachers with a 2022 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 2022 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

25

Total number of students enrolled at the school

499

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	65	88	80	84	81	78	0	0	0	0	0	0	0	476
Attendance below 90 percent	0	20	9	7	7	6	0	0	0	0	0	0	0	49
One or more suspensions	0	2	2	1	0	7	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	15	0	0	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	0	0	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA Math assessment	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	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	0	0	0	0	0	0	3

Using current year data, complete the table below with the number of students identified as being "retained.":

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	

Date this data was collected or last updated

Tuesday 8/30/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	69%	53%	56%				58%	52%	57%
ELA Learning Gains	77%						44%	55%	58%
ELA Lowest 25th Percentile	66%						33%	50%	53%
Math Achievement	61%	50%	50%				56%	54%	63%
Math Learning Gains	81%						40%	57%	62%
Math Lowest 25th Percentile	79%						23%	46%	51%
Science Achievement	53%	59%	59%				61%	50%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	52%	15%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	58%	55%	3%	58%	0%
Cohort Comparison		-67%				
05	2022					
	2019	50%	54%	-4%	56%	-6%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	54%	2%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	52%	57%	-5%	64%	-12%
Cohort Comparison		-56%				
05	2022					
	2019	59%	54%	5%	60%	-1%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	51%	10%	53%	8%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	39	67	60	26	56		20				
ELL	72	79		50	79						
ASN	100			100							
BLK	51	61	52	45	78	76	20				
HSP	64	83		46	74	70	41				
MUL	75	73		70	91						
WHT	89	90		84	83		94				
FRL	56	70	61	46	77	77	29				
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						
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	553

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	69
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	88
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Although all areas showed improvement, all three areas of proficiency made minimal improvement, from 1-9 points only, compared to 25-62 points in the other areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA, math and science proficiency require the most improvement.

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

Lack of enrichment for already proficient students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Both ELA and Math BQ gains showed the most improvement, with 40 and 62 points respectively.

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

Identification of BQ students with intensive, focused instruction based on need.

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

Common planning where small group instruction is also planned out and identification of students that could for proficiency, gains and BQ gains in all academic areas.

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.

Checks for Understanding, BEST standards, Reading Strategies, Writing Strategies, STEM scopes

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

A refined MTSS process, ILT and feedback system to continuously look at individual student data and instructional practices.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers will use current student data including formative assessment and daily checks for understanding to design, reteach, and enrich student learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our F.A.S.T. Proficiency goals are as follows:
ELA 75%
Math: 71%
Science: 63%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through classroom walkthroughs with feedback, teacher and student data chats, student assessment data, and common planning.

Person responsible for monitoring outcome:

Crystal Brown (crystal.brown@hcps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will utilize collaborative planning to plan instruction from student data.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will utilize the curriculum resources provided, such as Wonders, STEM Scopes and HMH Science to plan.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers will plan lessons that align the level of rigor between standards and tasks to increase student engagement of active thinking.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our F.A.S.T. Proficiency goals are as follows:
ELA 75%
Math: 71%
Science: 63%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through classroom walkthroughs with feedback, teacher and student data chats, student assessment data, and common planning.

Person responsible for monitoring outcome:

Crystal Brown (crystal.brown@hcps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will collaboratively plan to design instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Teachers will utilize the Reading Strategies Book by Jennifer Serravallo, The Writing Strategy Book by Jennifer Serravallo and STEM Scopes to plan instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

A school-wide behavior management plan has been designed with Positive Behavior Intervention Supports in place to include school-wide expectations, opportunities to earn 10 SPARK points per day for following the school-wide expectations, SPARK parties every two months for students who earn a designated percentage of SPARK points. In addition, a Student of the Month program will begin based on our IB Learner Profiles where students will be recognized at monthly programs with parents invited. Various school-wide programs and events will be scheduled to increase staff, student, family and community engagement.

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

All staff, students, parents, business partners and community members