

Sarasota County Schools

Riverview High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	15
Planning for Improvement	19
Positive Culture & Environment	0
Budget to Support Goals	0

Riverview High School

1 RAM WAY, Sarasota, FL 34231

www.sarasotacountyschools.net/riverview

Demographics

Principal: Erin Haughey

Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
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 (66%) 2018-19: A (66%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	15
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

Riverview High School

1 RAM WAY, Sarasota, FL 34231

www.sarasotacountyschools.net/riverview

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)
High School PK, 9-12	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

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

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

The mission of Riverview High School is to provide a learning environment that nurtures a passion for intellectual curiosity; that promotes global understanding, independence, innovation; and that is committed to a tradition of academic excellence and social responsibility.

Provide the school's vision statement.

Riverview High School will engage, educate and encourage students to be responsible, life-long learners who are career and college ready.

School Leadership Team

Membership

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
Del Castillo, Erin	Principal	Budget/Finance FTE Communications PD Planning Business/Community Partners SAC Principal's Cabinet Teacher/Staff Assistance Graduation IBPO RHS Foundation SIP Staff & Dept Meetings ILT IB E2 Initiative Field Trips Social Committee Marquee Website Sub. Teachers Construction Academy Reading Dept
Wilks, Kathy	Assistant Principal	Master Schedule Curricular Appeals Guidance Curriculum School Grade Goals SIP PD Planning Accelerated Coursework SCIP Freshman Transition Testing ILT Textbook Adoption Student Success Center FLVS/SVA Twitter Naviance/School Links Student Progression Plan Finance Academy First Step Counselors JFG Grant Suite 360 Math Dept

Name	Position Title	Job Duties and Responsibilities
Lorenz, Jay	Assistant Principal	Critical Incident Plan Alt Education Safety & Security SESIR Athletics Discipline Appeals School Events Parking Supervision Schedule Shelter Manager RHS Pass System CTE Project 10 CARE/SWST Ram News PBIS APEX Advisory Student Activities Facilitron Student IDs PE Dept
Little, Keith	Assistant Principal	IB Program • DP & CP •Honor Council •Leadership Team •Discipline AP Program Transportation Exchange Students Fixed Assets Project 10 504s Equity Officer Digital Youniversity Teams Update
Wachter, Glenn	Assistant Principal	Food Bank SPIN Event Critical Incident Drills Cafeteria Connect Ed Messages Facilities/Work Orders 5 Day Count Campus Tours Facility Services Orientations Open House

Name	Position Title	Job Duties and Responsibilities
		Lockers Attendance/Licenses Health Screenings (Ht/Wt) Clinic Blood Mobile United Way DOH
Hernandez, Ashley	Assistant Principal	Teen Parent Program Children First Partnership Take Stock in Children PBIS/HERO Volunteers Staff/Student Handbooks Dress Code Advisory Social Media Restorative Practices ESOL MTSS/CARE Discovery Academy Technology •TEL Studio •Laptop Carts •Texcellence
Norris, Meredith	Assistant Principal	Media Center Textbook Distribution Fines Mentoring Programs PD IEPs IND EBD ESE; Compliance CARE/SWST FBAs ILT ESE Focus Groups MTSS/CARE

Demographic Information

Principal start date

Friday 6/1/2018, Erin Haughey

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.*

3

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.*

10

Total number of teacher positions allocated to the school

146

Total number of students enrolled at the school

2,602

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

19

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

20

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	0	0	0	0	0	0	0	0	0	712	711	650	579	2652	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	235	180	194	159	768	
One or more suspensions	0	0	0	0	0	0	0	0	0	82	46	47	28	203	
Course failure in ELA	0	0	0	0	0	0	0	0	0	64	45	87	84	280	
Course failure in Math	0	0	0	0	0	0	0	0	0	50	41	55	15	161	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	107	90	91	0	288	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	83	0	0	0	83	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	14	5	0	0	19	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	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	0	0	0	0	0	0	0	0	284	135	153	21	593

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	2	14	59	24	12	111
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	27	12	8	57

Date this data was collected or last updated

Monday 9/19/2022

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	0	0	0	0	0	0	0	0	0	658	678	610	589	2535
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
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	

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	66%	60%	51%				69%	67%	56%
ELA Learning Gains	51%						54%	53%	51%
ELA Lowest 25th Percentile	45%						43%	46%	42%
Math Achievement	65%	43%	38%				68%	63%	51%
Math Learning Gains	62%						57%	51%	48%
Math Lowest 25th Percentile	57%						53%	48%	45%
Science Achievement	79%	56%	40%				78%	78%	68%
Social Studies Achievement	78%	50%	48%				78%	81%	73%

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

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
2022					
2019	77%	77%	0%	67%	10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	77%	-2%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	73%	-22%	61%	-10%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	69%	4%	57%	16%

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	24	31	30	29	55	50	32	36		80	15
ELL	42	51	53	46	51	50	50	57		88	65
ASN	79	68		80	65		81	100		96	81
BLK	31	36	40	24	34	38	34	52		74	24
HSP	56	50	47	61	56	59	68	69		93	59
MUL	77	63		63	67		74	94		86	44
WHT	71	51	47	70	65	59	87	80		92	74
FRL	48	43	43	46	53	57	60	64		86	48
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	36	31	30	32	30	44	42		83	26
ELL	26	24	20	41	44	41	50	48		100	68

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
ASN	81	56		79	65		95	85		96	100
BLK	25	35	33	28	33	36	37	37		86	22
HSP	55	44	22	51	43	51	65	68		93	66
MUL	73	49		60	39		96	74		91	76
WHT	71	57	39	69	45	41	82	80		95	69
FRL	49	49	34	48	39	38	67	64		88	51
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	28	31	31	48	48	39	39		80	18
ELL	32	51	53	35	54	42	52	48		69	60
ASN	79	59		80	65		87			96	73
BLK	25	42	35	30	50	47	31	45		76	24
HSP	56	54	52	56	54	52	72	68		88	63
MUL	59	43	37	65	55	50	64	86		100	52
WHT	76	56	44	74	58	54	85	83		93	69
FRL	51	51	43	56	52	54	65	66		87	47

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)	ATSI
OVERALL Federal Index – All Students	65
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	51
Total Points Earned for the Federal Index	712
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	55
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	81
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
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	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
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	53
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?

Overall, SWD represent the largest gaps in overall student achievement. While there was a 5% increase in achievement from 19-24% in ELA, there were slight decreases in Math (30-29%), Science (44-32%) and Social Studies (42-36%). For three consecutive years, SWD has been below 41%.

Based on the most current FSA proficiency levels for the ELA assessment, 141 ESE students are Level 1, 85 ESE students are Level 2, and 43 ESE students are Level 3 range or higher.

Based on the most current FSA proficiency levels for the 8th grade, 61 students are in the Level 1 range, 21 students are in the Level 2 range, and 28 students are in the Level 3 range or higher. 14 students didn't take it, while 40 students received a passing score either through PSAT, Geometry, ACT/SAT score.

Based on the most current FSA proficiency levels for the Algebra 1 EOC, 55 ESE students are in the Level 1 range, 16 ESE students are in the Level 2 range, 23 ESE students are in the Level 3 range or higher.

Additionally, Riverview's Black subgroup shows significant gaps compared to the overall student population in the 10 categories for school grade. While the overall number of black students is less than 6% of the overall population, the gaps are an area of concern.

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

All four content areas, with a particular emphasis on ELA and Math, demonstrate the need for improvement for students with disabilities. Improvement will occur when classes become more balanced, additional special education and individualized support is put in place, as well as time for overall progress monitoring, targeted and individualized intervention, as well as overall utilization of staff and resources to support the ESE program.

All ten school grade components show gaps with the Black student population. However, there were increases from 20-21 to 21-22 in the areas of ELA Proficiency and Learning Gains, Math Learning Gains, Social Studies Proficiency, and Acceleration. The areas of decrease from 20-21 to 21-22 were in Math Proficiency, Science Proficiency, and Graduation 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?

Overall, there is a need to strengthen overall special education programming to support the comprehensive academic, social, emotional and behavioral needs of students with IEP's. This also impacts many students in our black subgroup. Currently, the paraprofessional schedule has been adjusted as we utilize these individuals to provide overall push-in support for classes. 11 paraprofessionals have been added to 13 ESE and general education teachers' classrooms to provide additional support. 2 additional paraprofessionals are in the process of being hired. The ESE leadership team is constantly assessing and tweaking overall needs of the program so intentional support is provided to teachers and students.

New actions that will be taken is additional ESE support will be provided so there is more push-in support to lower the student to teacher ratio. 2 additional teachers are in the process of being hired, which allow for additional support for Math and ELA/Reading. The goal for additional support in Math is to lower the student-teacher ratio, allow for more opportunities for small group instruction, as well as additional remediation/intervention. The goal is for additional support for Reading and English teachers is allow these teachers additional time to analyze, synthesize data from classroom assessments, reading programs and FAST testing, to enhance classroom instruction and overall preparation/intervention to prepare for state-wide assessments.

The ESE team's focus for the first quarter is the to access and reallocate existing staffing to support current programming needs.

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

Students with Disabilities showed the most improvement in the area of ELA.

Black Subgroup showed the most improvement in the area of Social studies with a 15 point gain from the prior year.

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

Additional reading classes were created with the support of four teachers who have reading and ESE certification.

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

There are a number of strategies that will be implemented to accelerate learning. For the first half of the year, much of it will be focused on how we are utilizing existing staffing to provide additional targeted, intentional support for student needs.

- * Adjustment of student schedules (ensure each student has what they need)
- * Adjustment of teaching schedules (see above; utilization of existing school personnel to provide more targeted support for all ESE teachers)
- * Adjustment of paraprofessional schedules (utilize existing staff so there is more classroom support for students and teachers; utilize paraprofessionals to support classroom instruction to include opportunities for small group, more individualized support when appropriate)
- * Utilize behavior specialists to support classes
- * Continuously look at data (grades, anecdotal information, IEP's) so students have more individualized support.
- * Collaborate closely with testing coordinator to review and analyze data on a consistent basis to ensure there is a clear remediation/intervention plan in place.
- * Adopt a targeted intervention plan to prepare for assessments, particularly in the May testing window.
- * Work closely with the ELA and ILA teams, as well the testing coordinator, to analyze assessment data, where teachers are looking at strands to plan for targeted remediation/intervention.

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.

There is a need for ESE staff to have embedded time during the day to plan for classroom instruction and preparation for standardized testing. We will also focus as a staff on reading in the content area as well as Professional Learning Communities through Snacks and Strats professional development each month.

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

Positions have been strategically identified to support students who may be at risk due to deficits in academics, attendance, or behavior. An intervention specialist position was created this year to specifically focus on students who are identified as needing additional supports in these areas. Additionally, ESE certified staff have been hired for support in classes that have a high number of students with IEPs and/or skill deficits. There will be continued adjustments to support an overall enhancement of special education support and programming.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

In all content areas, there are significant gaps for our students with disabilities in all core content areas. While there is a need to focus on ELA and Math, it can't come at a cost of significant decreases in the areas of Social Studies and Science. While there was significant increases in learning gains in Math from 2021 to 2022 (30 to 50), students with disabilities overall Math achievement remained at 29%. While there were minimal learning gains from 2021 to 2022 (31 to 30) in ELA, students with disabilities overall ELA achievement increased from 19-24%. Overall student achievement for students with disabilities decreased on the Science (44 to 32%) and Social Studies (42-36%).

See the breakdown below for each school grade category with points of increase or decrease from 20-21 as it relates to overall performance and students with disabilities:

ELA Proficiency: Overall: 66% (+0); SWD: 24% (+5)

ELA Learning Gains: Overall: 51% (-1); SWD: 31% (-5)

ELA LQ Learning Gains: Overall: 45%(+12); SWD 30% (-1)

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

Math Proficiency: Overall: 65% (+3); SWD: 29% (-1)

Math Learning Gains: Overall: 62% (+18); SWD: 55% (+23)

Math LQ Learning Gains: Overall: 62% (+15); SWD 50% (+20)

Science Proficiency: Overall: 79% (+1); SWD 32% (-12)

Social Studies Proficiency: Overall: 78% (+2); SWD: 36% (-6)

Grad Rate (1 year behind): Overall: 91% (-3); SWD: 80% (-3)

Acceleration (1 year behind): Overall: 67% (-1); SWD: 15% (-11)

On the first round of FAST testing completed in Sept, 2022, see below for where our current 9th and 10th grade ESE students performed:

9th grade: Total Number of students tested= 64

41: Level 1

15: Level 2

8: Level 3 range or higher

10th grade: Total Number of Students tested= 55

40: Level 1

11: Level 2

4: Level 3 or higher

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

Students with disabilities will see at least 41% for 22-23 in each category that is currently below the 41% threshold in order to meet state-mandated ESSA requirements.

Students with disabilities will see a 17% increase from 24% to 41% on the ELA assessment.

Students with disabilities will see a 12% increase from 29% to 41% on the Math assessment.

Students with disabilities will see a 9% increase from 32% to 41% on the Science assessment.

Students with disabilities will see a 5% increase from 36% to 41% on the Social Studies assessment.

Monitoring: Monthly grade checks
Describe how this Area of Focus will be monitored for the desired outcome. Project 10 meetings
 ESE leadership meetings
 Quarterly check-ins with Math, ELA, Social Studies, and Science teachers to support analyzation of FAST testing and other classroom-based assessments.
 Time for ELA and ILA teachers to work with testing coordinator to analyze FAST testing, Achieve 3000 and other data points to monitor student performance.

Person responsible for monitoring outcome: Meredith Norris (meredith.norris@sarasotacountyschools.net)

Evidence-based Strategy: Utilization of Achieve 3000 program during ILA classes.
Describe the evidence-based strategy being implemented for this Area of Focus. Utilization of other identified reading to support ILA classes.
 Use of additional paraprofessional and other special education resources to provide push-in and targeted intervention support.
 Use of ALEXS and IXL to support Math remediation and additional support
 Utilization of test prep materials, to include Test Prep USA and other materials to support overall assessment preparation.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy. School teams will continue to utilize the above programs as teachers indicate they believe students have benefited from the use of these programs. School teams will continue to look at current instruction and intervention/remediation practices to make adjustments based on student and program needs.

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.

Look at paraprofessional schedule and provide additional special education support to support classes most in need of additional resources. This has already been completed as of 9/1, and will continue to be tweaked, assessed, monitored and adjusted as needs arise.

Person Responsible Meredith Norris (meredith.norris@sarasotacountyschools.net)

Hire two additional teachers and two paraprofessionals to support overall ESE needs, with a particular focus on ELA, ILA and Math. Hire substitute behavior specialist, who will get her temporary certification. Goal will be these hires are able to start effective the start of the 2nd quarter, if not sooner, so that the ESE department will be fully staffed with all existing staffing.

Person Responsible Meredith Norris (meredith.norris@sarasotacountyschools.net)

Look at existing special education master schedule in order to identify specific student and teacher needs to make adjustments for additional hired support (see above). Goal will be additional support will be provided to at least 24 sections to include additional support for all content areas. This will also allow for special education teachers the time and space for not only case management needs, but classroom and intervention/remediation needs.

Person Responsible Meredith Norris (meredith.norris@sarasotacountyschools.net)

Begin monthly or quarterly meetings with each respective content area team to determine best ways to support ESE students. Utilize testing coordinator to support the analyzation of data and next steps for remediation/intervention.

Person Responsible Meredith Norris (meredith.norris@sarasotacountyschools.net)

ESE paraprofessionals will be scheduled so that they may assist with the day to day instruction taking place in the ESE science classroom. This will allow for more small group instruction to take place and will provide opportunities for immediate remediation and re-teaching. We anticipate that this plan will improve our ESE science performance on the EOC.

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

During the 2021-22 school year, U.S. History teachers worked as a PLC to design 10 common assessments for a Assessment for Mastery program that will allow students up to 3 attempts on an assessment to demonstrate mastery of the material. Data for students in the SWD subgroup will be analyzed to identify areas for improvement and reteaching. Together with district designed progress monitoring, the goal is to increase SWD performance on the US History EOC from 36% to 41%.

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

Addition of Jobs for Graduates Program to assist students to prepare and identify jobs post graduation. At least 40% of students enrolled in the program will have an IEP or 504 and will be supported for 12 months post-graduation.

Person Responsible Karen Hamblin (karen.hamblin@sarasotacountyschools.net)

#2. ESSA Subgroup specifically relating to Black/African-American

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

Riverview's Black/African-American population obtained 37% of the possible points in the 10 areas contributing towards school grade while the overall school population obtained 66% of the possible points. See the breakdown below for each school grade category with points of increase or decrease from 20-21:

ELA Proficiency: Overall: 66% (+0); Black: 25% (+6)
 ELA Learning Gains: Overall: 51% (-1); Black: 36%(+1)
 ELA LQ Learning Gains: Overall: 45%(+12); Black 40%(+7)

Math Proficiency: Overall: 65% (+3); Black: 24% (-4)
 Math Learning Gains: Overall: 62% (+18); Black: 34% (+1)
 Math LQ Learning Gains: Overall: 62% (+15); Black: 38% (+2)

Science Proficiency: Overall: 79% (+1); Black: 34% (-2)

Social Studies Proficiency: Overall: 78% (+2); Black: 52% (+15)

Grad Rate (1 year behind): Overall: 91% (-3); Black: 74% (-12)

Acceleration (1 year behind): Overall: 67% (-1); Black: 24% (+2)

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

Riverview should see at least 41% for 22-23 in each category that is currently below the 41% threshold. We expect to see a 4% increase for categories that are from 41-69% and at least a 2% increase for categories that are 70% or higher.

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

Project 10 meetings
 Grad Coach meetings
 School Wide Support Team
 Professional Learning Communities
 Intervention Specialist
 Monthly grade reports
 Apex reports
 Notices of Concern
 Dashboard data

Person responsible for monitoring outcome:

Keith Little (keith.little@sarasotacountyschools.net)

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

Riverview has a total of 162 Black students out of approximately 2600 students. The 2023 cohort has 27 black students out of almost 600 students. Project 10 is able to monitor these students individually to ensure they are on track for graduation. Additional strategies:

Utilization of Achieve 3000 program during ILA classes.
 Utilization of other identified reading to support ILA classes.
 Use of additional paraprofessional and other special education resources to provide push-in and targeted intervention support.
 Use of ALEXS and IXL to support Math remediation and additional support

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Utilization of test prep materials, to include Test Prep USA and other materials to support overall assessment preparation.

By identifying students individually, the Project 10 team can quickly identify students at risk and provide needed supports and interventions as needed to assist the student.

School teams will continue to utilize the above programs as teachers indicate they believe students have benefited from the use of these programs. School teams will continue to look at current instruction and intervention/remediation practices to make adjustments based on student and program needs.

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.

In addition to Project 10 meetings, the Graduation Coach will assist in monitoring students who are at risk of not graduating and identify supports as needed.

Person Responsible Joe Bzenas (joe.bzenas@sarasotacountyschools.net)

Apex Saturdays will be offered beginning Spring of 2023 to assist students who need additional time to complete graduation requirements on Apex prior to graduation.

Person Responsible Joe Bzenas (joe.bzenas@sarasotacountyschools.net)

ACT Bootcamps will be offered prior to school day ACT to prepare seniors who still need a concordant score for FSA Reading or Math for graduation.

Person Responsible Joe Bzenas (joe.bzenas@sarasotacountyschools.net)

Mentoring programs will be used to support black/African American students who are struggling academically in science. Students can and will be assigned a mentor through our discovery academy program and that mentor will provide 1-1 assistance for Black/African American students who are performing below expected proficiency level

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

Addition of Jobs for Graduates Program to assist students to prepare and identify jobs post graduation.

Person Responsible Karen Hamblin (karen.hamblin@sarasotacountyschools.net)

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

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Riverview has developed a framework to strengthen intervention practices in regard to PBIS. After completing the PBIS fidelity checklist, it was apparent to the team that the building had areas of growth in Tier 2 when it came to creating and maintaining a positive culture that focused on student needs. In addition, we seek to decrease the number of absences.

Measurable Outcome:

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

By the end of the school year, the team hopes to have a score of 2 in the following categories (benchmark score of 0): Options for Tier II Interventions 2.5; Tier II Critical Features 2.6; Practices Matched to student need 2.7. Throughout the year the PBIS team will revisit the benchmark data and identify what additional tasks are needed to strengthen the implementation and sustainability of a strong program.

By the end of the year, the team hopes to decrease absences from last year by 10%.

Monitoring:

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

Our school utilizes an intervention specialist this year. He works with us to identify and monitor students who have been identified as needing Tier 2 interventions.

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

Our intervention specialist will report students with 9 or more absences frequently and work with case load groups made up of school counselor and assistant principal to identify students who have chronic absences. The team will contact families to develop relationships and strategies to increase each child's attendance. In the event we cannot reach the family, the team will use advocates, social workers, and truancy officers to help reach the families.

Person responsible for monitoring outcome:

Ashley Hernandez (ashley.hernandez@sarasotacountyschools.net)

Evidence-based Strategy:

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

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria

Members of the PBIS team have attended training or have read the research by John Hattie. They also have a strong understanding of our staff as many of the members are instructional teachers who utilize the strategies and tools daily. By focusing on Hattie's collective teacher efficacy and visible learning techniques to encourage teacher participation and increase our fidelity score, we hope to see the student achievement improve across all academic tested areas.

**used for selecting
this strategy.**

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.

Frequent meetings with the PBIS team to evaluate progress, order materials needed for each monthly lesson, collect data relevant to student referrals, positive and negative, and compare to the previous year to identify additional areas of improvement throughout the year. Frequent case load meetings will identify and create a plan for each student with 9 or more unexcused absences. We will use the Discovery Academy to celebrate students who increase their school attendance.

Person Responsible Ashley Hernandez (ashley.hernandez@sarasotacountyschools.net)

Frequent meetings with the PBIS team to evaluate progress, order materials needed for each monthly lesson, collect data relevant to student referrals, positive and negative, and compare to the previous year to identify additional areas of improvement throughout the year. Frequent case load meetings will identify and create a plan for each student with 9 or more unexcused absences. We will use the Discovery Academy to celebrate students who increase their school attendance.

Person Responsible Ashley Hernandez (ashley.hernandez@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

There is strong evidence that collaboration has a significant impact on student learning. The effect size for Collective Teacher Efficacy is 1.57, which is nearly 4 times a year's growth. This not only depends on teachers having the time to collaborate but also in them having the belief that by working together and sharing data and ideas, they are able to make a difference with their students as a collective group.

Measurable Outcome:

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

RHS expects to see at least a 4% increase in the areas of Proficiency, Learning Gains, and Lowest Quartile Learning Gains for ELA and Math as well as Acceleration Rate. We also expect to see at least a 2% increase in Proficiency in Science and Social Studies Achievement as well as Graduation Rate.

Monitoring:

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

Benchmark Testing
Completion of Professional Development by staff
Failure Reports
Graduation data
Acceleration data

Person responsible for monitoring outcome:

Erin Del Castillo (erin.delcastillo@sarasotacountyschools.net)

Evidence-based Strategy:

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

Teachers have had rooms assigned based on content area beginning with the 22-23 school year to assist in collaboration.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

As teachers are closer to each other geographically, it will help facilitate collaboration with fellow teachers who teach common content areas.

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.

Riverview will establish a Guiding Coalition to begin the work on Professional Learning Communities on campus.

Person Responsible

Erin Del Castillo (erin.delcastillo@sarasotacountyschools.net)

Teachers will work within PLCs to determine essential standards within their courses, common assessments, and systems of support and enrichment based on student needs. Teachers will also work in PLCs based on non-academic needs at the school, such as, behavior, attendance, social-emotional needs on campus.

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

Teachers will participate in Professional Development through Snacks n Strats with a focus on Literacy in the Content Area as well as Professional Learning Communities.

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

Teachers had rooms assigned based on content area beginning with the 22-23 school year to assist in collaboration.

Person Responsible Erin Del Castillo (erin.delcastillo@sarasotacountyschools.net)

#5. Instructional Practice specifically relating to Graduation**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

For the 2021-22 school year we saw a decrease of 2% in the overall graduation rate from the prior year. The SWD subgroup had a grad rate of 80% for a decrease of 3% and the Black subgroup had a grade rate of 74% for a decrease of 12%. From the data, it is clear the 2022-23 school year focus area will be on the Black and SWD subgroups.

Measurable**Outcome:**

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

The target graduation rate for the 2022-23 school year for the SWD subgroup is to regain prior year loses and achieve a level equivalent to the overall school total of 89%. For the Black subgroup the goal is to regain prior year loses and achieve the school average of 89%

Monitoring:

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

The progresses of the subgroups will be monitored by holding weekly Project 10 meetings where each student in the subgroups is reviewed to evaluate progress toward meeting graduation requirements.

Person

responsible for monitoring outcome:

Keith Little (keith.little@sarasotacountyschools.net)

Evidence-based Strategy:

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

Progress monitoring will be the main strategy utilized. At the beginning of the school year, school counselors complete a graduation status check on each student. Weekly Project 10 meetings are held by the school team to monitor the progress each student is making toward completing the requirements. Students not meeting the progress necessary are evaluated for a variety of interventions to meet the area they are struggling in and progress is continually monitored until the student meets graduation requirements.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Weekly progress monitoring allows the school based team to reach to current data as quickly as possible. If a student is struggling in a current required course, adjustments can be made to the interventions provided to get the student back on track. Weekly monitoring also allows the team to identify negative trends early enough to intervene prior to a student falling so far behind that they cannot recover.

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.

Complete grad checks for each student to determine areas of concern for students in both the SWD and Black subgroups.

Person Responsible Joe Bzenas (joe.bzenas@sarasotacountyschools.net)

Ensure students in the SWD subgroup who qualify for waivers to testing requirements have waivers completed and entered as soon as possible.

Person Responsible Meredith Norris (meredith.norris@sarasotacountyschools.net)

Organize, schedule, and conduct weekly progress monitoring meetings to provide interventions for students currently not on track to meet requirements and to provide early interventions for students currently on track but who may be starting to struggle.

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

Provide ACT bootcamps prior to ACT School Day testing.

Person Responsible Joe Bzenas (joe.bzenas@sarasotacountyschools.net)

Provide Apex Saturdays during 4th quarter prior to graduation for seniors who need to complete graduation requirements.

Person Responsible Joe Bzenas (joe.bzenas@sarasotacountyschools.net)

Provide Summer Apex sessions for seniors who still need to complete credits post-graduation but are still able to earn diploma prior to July deadline for 2023 cohort.

Person Responsible Joe Bzenas (joe.bzenas@sarasotacountyschools.net)

Addition of Jobs for Graduates Program to assist students to prepare and identify jobs post graduation. At least 40% of students enrolled in the program will have an IEP or 504 and will be supported for 12 months post-graduation

Person Responsible Karen Hamblin (karen.hamblin@sarasotacountyschools.net)

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.

Positive Behavior Intervention Support Mission: The mission of the RHS PBIS team is to promote a safe and positive school environment that enhances student learning through teaching and celebrating positive behaviors, which will empower respectful, responsible, ready, and resilient citizens.

PBIS Vision: The vision of the RHS PBIS team is to strengthen student accountability and ownership of behavior and learning by working together as one for the success of all.

Riverview High School successfully implemented the Positive Behavior Intervention Support system and has achieved Model School status. This program has contributed to a positive, more inclusive school culture and environment. It promotes student and staff relationships and builds strong characteristics which enhances the school's overall climate. The PBIS school expectations are called RAM4 which stands for Respect, Responsible, Ready, and Resilient. The teachers implement monthly lesson plans that are linked to these expectations and also linked to the district's Character Strong curriculum. Every other month we have a student of the month ceremony where staff members nominate students for a designated RAM4 trait. During the other months we have our staff of the month ceremony where students are able to nominate a staff member for the designated RAM4 trait. In addition, staff members write positive referrals for students who exhibit any of the RAM4 traits at any time in the year. The students receive a positive phone call home and a raffle ticket for the end of the quarter drawing. Staff to staff relationships are also encouraged through the positive postcard program. Staff members write a postcard to another staff member to show them appreciation. The staff member receiving the postcard receives a raffle ticket for a drawing at the next staff meeting. These intentional programs promote positively throughout the school and is continuously growing. Staff and students see great value in all of the recognition programs and continuously share out positive feedback. Riverview had the largest number of students nominated for student of the month during our first kickoff celebration.

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

Riverview High School's stakeholders encompass multiple community partnerships. These partnerships contribute to meeting the needs of our diverse student population by connecting staff, students, parents, businesses, and agencies. These organizations include Sarasota Housing Authority, Faces of Accomplishment, Take Stock in Children, Big Brothers and Big Sisters, Girls Inc., Teen Court, First Step, Y-Achievers, Children First, Forty Carrots, Healthy Start, Tidewell, and FLDOH.

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

RHS builds community amongst students through principal cabinet, class meetings, student orientations, Rambassador program, Discovery Academy, mentoring programs, IB community days, First Step, Teen Court, freshman celebration, APEX recognition, Digital YOUNiversity meetings, college day, career day, the Education Foundation Student Success Center and FAFSA night.