Riverside High School

2023-24
Schoolwide Improvement Plan (SIP)

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Riverside High School

1200 S MCDUFF AVE, Jacksonville, FL 32205

http://www.duvalschools.org/lee

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Feagins, Timothy	Principal	• Oversee Implementation of Standards-Based Instruction for Science/CTE/ Admin/ Dean/Grad Coach Professional Learning Community. • Evaluate Principal Secretary/ Bookkeeper • Standards-Based Instruction Initiatives • Maintain Comprehensive Data Spreadsheet for School • Collect and Analyze Biology Data for Comprehensive Spreadsheet • Conduct Data Analysis sessions to determine causality for Biology performance • Develop (w/ Biology teachers) prescription sets for learning • Budget/Trust Money • Monitor Data • Leader of Instructional Leadership Team • Leader of Design Team • Leader of Admin Team • School/District Advisory Council • Generals' Report (weekly) • Weekend Parent Communication • School Improvement Plan • Monthly/Weekly Calendar • Building Usage (Coverage/Security) • Payroll • Leave Forms • Supervise TDS Participants • Build Admin Athletic Coverage Schedule • Assign Interns/Pre-Interns • Observations/Interns • Graduation Tracking • Acceleration Tracking • Planning Day Activities/Schedule • Early Release/Professional Development • Faculty Meetings • Staff Recognition • Teacher Appreciation Week/Staff Morale • Administrative Duties/Internal Accounts
Spell, William	Assistant Principal	• Oversee Implementation of Standards-Based Instruction for ELA/ Reading/ AVID/ROTC/World Languages/Fine Arts Professional Learning Community • Evaluate Security/Deans Secretary/ Receptionist • Serve as principal in his absence • Maintain Comprehensive Data Spreadsheet for ELA • Collect and Analyze ELA Data for Comprehensive Spreadsheet • Conduct Data Analysis sessions to determine causality for ELA performance • Develop (w/ ELA teachers) prescription sets for learning • Oversee School-Wide Discipline • Closing of School Information • Budget with Principal • Attendance (AIT) meetings • Attendance (AIT) coordinator

Name	Position Title	Job Duties and Responsibilities
		• Develop/maintain shared school wide calendar • Supervise Main Office • Develop Emergency Management Plan • Conduct Safety Inspections, Fire and Safety Drill Practice • Black Box (All Safety Drills) • Keys • 5000 Male Role Models • PBIS • Off Campus Passes • Oversee HES/Chartwells • Facilities/Maintenance Requests • Security Plan for Building • Monitor Security Reports • Supervise Security Personnel • Intake/Lunch Supervision Assignments • Title IX Investigator • Parking Passes • Schedule Random Searches • Oversee Substitute Coverage • Leadership Team • Additional Responsibilities as Assigned by the Principal
Skipper, Felisha	Assistant Principal	• Oversee Implementation of Standards-Based Instruction for Social Studies/ P.E./Gear Up/School Counselors Professional Learning Community. • Evaluate Data Entry Clerk/FIT/ Attendance Clerk/Records Clerk • Maintain Comprehensive Data Spreadsheet for US History • Collect and Analyze US History Data for Comprehensive Spreadsheet • Conduct Data Analysis sessions to determine causality for US History performance • Develop (w/ US History teachers) prescription sets for learning • Fall Counts • Summer Orientation • Master Schedule • Student Schedule Management • Student Lunch Assignments • Homeroom Lists • Report Card Distribution • Opening of School procedures • Room Assignments • Monitor Report Card Entries • Teacher Grade Analysis • FTE Reports • Gear Up Liaison • Title IX Coordinator • Teacher Certification/OOF Letters • Supervise Counselors • United Way Campaign Coordinator

Name	Position Title	Job Duties and Responsibilities
		• Marquee Updates (monthly) • Supervise Extra-Curricular/Club Activities • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Leadership Team • Additional Responsibilities as Assigned by the Principal
Eady, Judy	Dean	• Student Discipline 10th-11th Grade • Assist with security plan for the building • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Lunch Coverage • ISSP coordinator • Restorative Justice collaboration • Design Team Member • Instructional Leadership Team Member • Lead PBIS • Foundations/CHAMPS • Buses • Lost and Found • Detention Coordinator • Additional Duties as Assigned by the Principal
Berry, Kimberly	Dean	• Student discipline 9th Grade • Assist with security plan for the building • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Lunch Coverage • Buses • Restorative Justice Collaboration • Foundations/CHAMPS • PBIS • Design Team Member • Instructional Leadership Team Member • Detention Coordinator • Student IDs • TIS • Additional Duties as Assigned by the Principal
Johnson, David	Graduation Coach	• Student Discipline 12th Grade • Title I and Parent Involvement • Assist with security plan for the building • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Class 3 letters to Seniors • ACT/SAT student registration/parent contact • DVIA Class Monitoring • Per Car 3 and 4 Class Monitoring • Lunch Coverage • Design Team Member • Instructional Leadership Team Member

Name	Position Title	Job Duties and Responsibilities
		• Restorative Justice • School Website • Graduation Incentives • Additional Duties as Assigned by the Principal
Mitchell , Jocelyn	Assistant Principal	• Oversee Implementation of Standards-Based Instruction for Math/ ESE/ Testing Coordinator Professional Learning Community • Evaluate Paraprofessionals • Maintain Comprehensive Data Spreadsheet for Algebra 1 and Geometry • Collect and Analyze Algebra 1 and Geometry Data • Conduct Data Analysis session to determine causality for Algebra 1 and Geometry performance • Develop (w/ Algebra 1 and Geometry teachers) prescription sets for learning • MTSS • Open House • ESOL • School Textbook Inventory • School Textbook Distribution • School Technology Inventory • School Technology Distribution • School Climate Surveys • Federal Impact Aid Surveys • Faculty Incentives • Student Recognition/Honor Roll • Oversee Testing • State & District Testing Calendars • Lockers • Yearbook • School Pictures • Monitor IEP Compliance Report • Faculty Incentives/Motivation • Monitor DVIA/FLVS progress • Bus Coordinator/Liaison • Teacher/ Employee of the Year Celebration • Community Outreach Liaison • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Leadership Team • Additional Responsibilities as Assigned by the Principal

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Leadership Team analyzed data from the 2022-2023 school year to determine causality for student academic performance. It was determined that student attendance played a major role in the overall achievement data in each reporting category. Students who attended school at the highest rate scored more proficiently than students who had the lowest attendance rate.

School Advisory Council which consists of school leadership, teachers and staff, parents, students, and business partners also concluded the same determination through student attendance rate. As students initially completed the state assessments, the data was trending higher than the previous year's data. The longer the testing window proceeded, resulted in the data steadily declining. Students who took the test later in the testing window on average had the lower overall attendance rate throughout the school year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation through monthly attendance tracking of all students throughout the school year. The school has implemented a strategic attendance intervention team which allows the school to work collectively in identifying students with poor attendance rates. A partnership with the district's truancy office and social workers will allow for wrap around services to be provided to improve individual student attendance rates. The School Advisory Council will review student attendance data at each month's meeting to review SIP goals and make revisions as necessary to result in improved overall attendance.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	96%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	473
One or more suspensions	0	0	0	0	0	0	0	0	0	271
Course failure in ELA	0	0	0	0	0	0	0	0	0	173
Course failure in Math	0	0	0	0	0	0	0	0	0	203
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	376
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	382
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	413

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	142
Students retained two or more times	0	0	0	0	0	0	0	0	0	137

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

The header "Grade Level" spans columns K through 8.

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	46	50	41	45	51	40		
ELA Learning Gains				51			47		
ELA Lowest 25th Percentile				36			40		
Math Achievement*	35	44	38	42	37	38	24		
Math Learning Gains				49			24		
Math Lowest 25th Percentile				51			27		
Science Achievement*	50	62	64	42	43	40	45		
Social Studies Achievement*	62	66	66	56	53	48	67		
Middle School Acceleration					52	44			
Graduation Rate	86	88	89	85	50	61	91		
College and Career Acceleration	67	77	65	65	63	67	75		
ELP Progress	42	37	45	56			62		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	7
Percent Tested	92
Graduation Rate	86

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	574
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	85

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	2	
ELL	50			
AMI				
ASN	49			
BLK	54			
HSP	58			
MUL	54			
PAC				
WHT	69			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	43			
AMI				
ASN				
BLK	49			
HSP	53			
MUL	65			
PAC				
WHT	66			
FRL	43			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			35			50	62		86	67	42
SWD	17			17			34	40		40	6	
ELL	26			32						80	5	42
AMI												
ASN	47			50							2	
BLK	38			31			45	58		66	6	
HSP	42			40			59	53		77	7	55
MUL	47			31						50	4	

						2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	53			54			72	79		73	6	
FRL	35			31			41	58		45	6	

						2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	51	36	42	49	51	42	56		85	65	56
SWD	17	33	29	38	37	36	34	32		77	45	
ELL	15	39	29	29	50		25	35		75	78	56
AMI												
ASN												
BLK	37	51	38	37	43	45	34	50		88	64	
HSP	35	48	29	38	71		48	62		78	60	62
MUL	52	39		50	50		73	64		100	90	
PAC												
WHT	63	56	43	62	64		80	83		73	69	
FRL	33	46	34	34	43	49	37	46		54	57	

						2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	47	40	24	24	27	45	67		91	75	62
SWD	20	52	64	15	15	25	31	42		85	52	
ELL	14	33	31	22	15		54	50		93	65	62
AMI												
ASN	40	30										
BLK	36	46	40	20	22	27	41	62		95	74	
HSP	43	54	41	31	31		50	67		83	66	63
MUL	44	40		23				77		100	71	
PAC												
WHT	58	53		45	29		71	85		74	88	
FRL	30	41	40	21	26	30	42	62		88	70	70

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	44%	44%	0%	50%	-6%
09	2023 - Spring	38%	42%	-4%	48%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	52%	-16%	50%	-14%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	52%	-11%	48%	-7%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	64%	-15%	63%	-14%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	60%	0%	63%	-3%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall Math showed the lowest performance out of all reporting categories at 40%. This is 2% decrease from the previous year's student performance. Two geometry teachers who had taught the previous 5 years in that subject area transferred to other schools in the district resulting in new teachers needing to be hired and trained to successfully implement the geometry curriculum.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Geometry performance on the state end of course exam declined from 51% in 2022 to 41% in 2023. This 10% decline is due to new 50% of the teachers teaching the subject area being new to the curriculum and design of the assessment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Students with Disabilities showed the greatest gap with English proficiency. The school was short-staffed in the Exceptional Student Education (ESE) department last school year resulting in fewer hours to remediate students as intended. For the 2023-2024 school year, we are fully staffed in the ESE department and have strategically scheduled our students on an IEP into Learning Strategies classes to work specifically on English strategies.

Which data component showed the most improvement? What new actions did your school take in this area?

Biology and US History achievement showed the most improvement this past school year. The school took a strategic approach to remediation of specific standards that did not show master on interim exams leading up to the state exam. Focus lessons and teacher-led small group instruction with students who showed mastery deficits took place regularly to provide Tier 2 and 3 instruction resulting in higher mastery of the standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Attendance - Students who have been present less than 90% of the school year are greatly impacting their own student achievement success and the overall school grade. To mitigate this absenteeism, the school will be taking an aggressive approach in conjunction with the district truancy office to contact parents and hold meetings to work out a plan for success with students who have chronic absenteeism. 2. Multiple Discipline Referrals - The school will be using multiple Positive Behavior Interventions and Supports (PBIS) strategies to work with students as soon as they receive one discipline referral. This intervention is intended to restore student behavior in a positive what which will result in not repeating an offense.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Student attendance
2. Overall Math Achievement - Proficiency
3. Graduation Rate
4. Acceleration Rate
5. Overall Learning Gains for Level 1 students in Reading and Math

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2023-2024 school year, Riverside High School will conduct a strategic area of focus on increasing the student attendance rate for the overall school. Data from the 2021-2022 school year compared to the 2022-2023 school year continues to show a large percentage of students attending fewer than 90% of the school days. Specifically, from 2021-2022 to 2022-2023, the following number of students were absent more than 10% of the school year: 9th Grade - 137 (34%) to 126 (29%); 10th Grade - 167 (39%) to 130 (31%); 11th Grade - 114 (36%) to 120 (36%); 12th Grade - 174 (53%) to 169 (49%).

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

For the 2023-2024 school year, Riverside High School will decrease the percentage of students absent more than 10% of the school year to the following: 9th Grade - 20%; 10th Grade - 20%; 11th Grade - 25%; 12th Grade 30%.

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

Attendance will be monitored on a monthly basis as a collective effort between teachers and administration. The school has implemented a multi-step approach to documenting attendance deficits, communicating with parents, working with the district social workers and truancy office, and holding students accountable for being absent.

Person responsible for monitoring outcome:

William Spell (spellw1@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Teacher monitors and records student attendance daily in FOCUS.
2. The student's teacher(s) shall document attempts to contact parent/guardian in the School Communication Log in FOCUS for students with excessive absences and then report the student's attendance to the AIT Lead
3. The campus AIT Lead (administrator) reviews attendance data (i.e. Teacher's report of student absences, monthly/quarterly attendance data in SAS, and Truancy Dashboard) and creates AIT agenda for the next month.
4. AIT Lead conducts Level 1 AIT meetings, appropriate supports provided (i.e. full services flyer, attendance contract) attendance issue resolved.
5. If student does not adhere to agreement made in AIT meeting, submit name to AIT Lead who will contact DCPS Social Worker to coordinate Level 2, 3 meeting.
6. DCPS Social Worker coordinates Level 2, 3 meeting, actions taken including referring case to Truancy Officer/ Florida State Attorney's Office/ GRIT for withdrawal.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Attendance must be tracked regularly to provide immediate interventions when students begin to fall more than 10% absent in a calendar month. Having a collective approach involving teachers, administration, parents, students, social workers, and truancy officers will allow for strategies to be implemented that will reduce the potential for continued absenteeism.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teacher Actions #1 - Teacher monitors and records student attendance daily in FOCUS.

Person Responsible: William Spell (spellw1@duvalschools.org)

By When: Daily

Teacher Actions #2 - If a student has at least 5 unexcused absences within a calendar month, or 10 unexcused absences within a 90- day calendar period, the student's teacher(s) shall document attempts to contact parent/guardian in the School Communication Log in FOCUS and then report the student's attendance to the AIT Lead
(NOTE: If at ANY time a teacher becomes aware a student is no longer attending Riverside HS, that information needs to be emailed to Ms. Morales and Administration)

Person Responsible: William Spell (spellw1@duvalschools.org)

By When: Monthly

Administrator Actions - The campus AIT Lead reviews attendance data (i.e. Teacher's report of student absences, monthly/quarterly attendance data in SAS, and Truancy Dashboard) and creates AIT agenda for the next month. If a student has at least five unexcused absences within a calendar month, or 10 unexcused absences within a 90-day calendar period, the AIT Lead identifies list of students for Level 1 AIT, prints AIT letters and provides information to School AIT Team for action

Person Responsible: William Spell (spellw1@duvalschools.org)

By When: Monthly

Administrator Actions - AIT Lead conducts Level 1 AIT meetings, appropriate supports provided (i.e. full services flyer, attendance contract) attendance issue resolved

Person Responsible: William Spell (spellw1@duvalschools.org)

By When: Monthly

Teacher Actions #1 - Teacher monitors and records student attendance accurately in FOCUS daily. Student attendance improves and remains consistent.

If student does not adhere to agreement made in AIT meeting, submit name to AIT Lead who will contact DCPS Social Worker to coordinate Level 2, 3 meeting.

Person Responsible: William Spell (spellw1@duvalschools.org)

By When: Daily

DCPS Social Worker - DCPS Social Worker coordinates Level 2, 3 meeting, appropriate actions taken to include referring case to Truancy Officer/ Florida State Attorney's Office/ GRIT for withdrawal

Person Responsible: William Spell (spellw1@duvalschools.org)

By When: Monthly

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2023-2024 school year, mathematics will be an area of focus. Overall scores in mathematics dropped from 2021-2022 (42% proficiency) to 2022-2023 (40% proficiency). More specifically, Geometry achievement dropped 10% overall proficiency from the previous school year (51%-41%). By contrast, Algebra achievement increased 6% overall proficiency from the previous school year (26%-32%).

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

For the 2023-2024 school year, Riverside High School mathematics achievement will be 45% proficiency.

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

Math teachers will conduct formative assessments throughout the school year to monitor achievement levels for individual students. Formative assessments will be in the form of unit assessments and district monitoring assessments.

Person responsible for monitoring outcome:

Jocelyn Mitchell (grissettj@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Students scheduled into standard algebra 1 and standard geometry will be double-blocked into intensive math classes.
2. Intensive math classes will be used to develop math skills needed to perform math problems requiring multiple steps and critical thinking.
3. Math teachers will conduct a deep causal analysis after each formative assessment determine which benchmarks need further remediation and which skills will need to be practiced to master the benchmarks.
4. Small group intervention groups will be formed after each formative assessment based on skill/benchmark deficits. Groups will meet during intensive math blocks.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students who historically score lower on mathematics assessments need additional time to work on math skills necessary to perform critical thinking math questions. Scheduling students into this additional block will allow students to close the gap in math skills while allowing the teacher to continue teaching the benchmarks to the level of expectation.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Schedule students based on achievement into double-block math classes for intervention/remediation purposes.

Person Responsible: Felisha Skipper (skipperf1@duvalschools.org)

By When: Prior to the first day of school.

Meet with math teachers to discuss the purpose of the double-block model to provide intervention/ remediation that will lead to mastery of math standards.

Person Responsible: Jocelyn Mitchell (grissettj@duvalschools.org)

By When: Weekly in PLCs

Develop formative/unit assessments to assess the level of mastery of standards taught.

Person Responsible: Jocelyn Mitchell (grissettj@duvalschools.org)

By When: Weekly in PLCs

After formative/unit assessments are administered to students, meet as a math department to determine causality of student performance/achievement.

Person Responsible: Jocelyn Mitchell (grissettj@duvalschools.org)

By When: Week following the administration of formative/unit assessment.

Formulate small groups for intervention/remediation to be used in the second day of the double-block model.

Person Responsible: Jocelyn Mitchell (grissettj@duvalschools.org)

By When: Week following the administration of formative/unit assessment.

Develop Focus Lessons for the standards that were not mastered after analyzing the data from the formative/unit assessments.

Person Responsible: Jocelyn Mitchell (grissettj@duvalschools.org)

By When: Week following the administration of formative/unit assessment.

Implement teacher-led small group lessons for intervention/remediation in the second block of the double-block math course and reassess student mastery of standard after focus lesson is delivered.

Person Responsible: Jocelyn Mitchell (grissettj@duvalschools.org)

By When: Weeks between formative/unit assessments

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Based on student achievement scores from 2022-2023 school year, students were scheduled into math classes which required additional intervention/remediation. The staff allocation provided to Riverside High School out of basic funding did not allow for these additional courses to be provided. To supplement, Riverside High School used Title I funding to hire additional teaching positions in order to stay within class size and provide additional courses for students needing intervention/remediation.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

n/a

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

n/a

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring

n/a

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Webpage where the SIP is publicly available: www.duvalschools.org/riverside

A copy of the School Improvement Plan has been made available in the weekly newsletter disseminated to all parents, students, and teachers throughout the school year.

The School Advisory Council (SAC) reviews all SIP goals and strategies throughout the school year and provides feedback around implementation and additional resources that should be allocated to make overall school improvement.

Teachers review the school improvement plan in the beginning of the school year to align vision of success for students. Instructional plans are altered to meet the school improvement goals.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Each parent has the opportunity to create a parent FOCUS account which will allow them full access to student grades, attendance, and behavior throughout the school year. Through this portal, parents have direct access to communicate with teachers regarding their child's success in school.

Parents receive a weekly newsletter from the principal each weekend to support the needs of students and to keep them informed.

Parents receive progress reports at least once per quarter of school with the current grades students have earned in each course.

Parents have the capability of scheduling parent/teacher conferences with specific teachers at any time throughout the school year to discuss student progress and learn strategies to build a strong home-school connection.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

All students who have not shown proficiency in English or Math are scheduled into remediation courses to strengthen their skills in each subject. Research-based curriculum is used to remediate skills that show deficits.

Students who have shown proficiency in English and Mathematics have the opportunity to take honors

level courses and dual-enrollment courses to strengthen their weighted GPA.

Various industry certification opportunities are provided to students to provide them with an enriched and accelerated curriculum Industry certifications can be earned in three different tracks: Digital Video Technology, Engineering, and Business Entrepreneurial.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Riverside High School is equipped with a full time mental health counselor who provides therapeutic services to students at the school. Parent permission is required for these services. Students will obtain strategies to combat any mental health concerns they are dealing with.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

School counselors provide one-on-one services to every senior enrolled at Riverside High School. These services include senior graduation checks, post-secondary planning, scholarship information, financial aid information, and career planning.

College and Career Fairs are held at the school twice a year to provide students with options and opportunities for post-secondary.

Multiple dual-enrollment courses are offered on campus and at the local post-secondary institutions for students to enroll to earn college credit while still in high school.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Riverside High School has an multi-tiered restorative justice program that is student-centered. Students are trained as mentors for students with behavior problems to provide early intervention and restorative practices to rehabilitate behavior. The school also has created and implemented a Positive Behavior Interventions and Supports (PBIS) program which rewards students with positive behavior and intervenes with students that are not displaying the expectation for behavior on the campus.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers are provided days of collaboration with colleagues around student achievement data on formative assessments. These days of professional learning consists of teachers analyzing student achievement data to determine the causality of student performance. Teachers use this time to develop small group lessons around standards/benchmarks that showed poor performance. Lessons developed are for either the whole group of the majority of students underachieved or for specific groups of students who can be given an extra layer of support through teacher-led small group.

Highly effective teachers are used as mentors for novice teachers to provide feedback, model lessons, and assist with any needs. Highly effective teachers lead PLC work within the department and provide examples of effective instruction for colleagues to emulate throughout the school year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	Area of Focus: Instructional Practice: Math				$736,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0331 - Riverside High School	Title, I Part A	1539.0	$708,394.00
			Notes: Hire additional teachers in social studies, science, mathematics, language arts, vocational education, dean of students, and graduation coach to free up space for teachers of math to provide an additional block of instruction for intervention/remediation.			
	590	128	0331 - Riverside High School	Title, I Part A	1539.0	$28,526.00
			Notes: Provide tutoring for students to remediate standards/benchmarks not mastered throughout the school year.			
					Total:	$736,920.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes