

Sarasota County Schools

# Riverview High School



2023-24

Schoolwide Improvement Plan (SIP)

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# Riverview High School

1 RAM WAY, Sarasota, FL 34231

[www.sarasotacountyschools.net/riverview](http://www.sarasotacountyschools.net/riverview)

## 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.**

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, 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
Haughey, 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 Guiding Coalition IB E2 Initiative Field Trips Social Committee Marquee Website Substitute Teachers Construction Academy Newsletter Shelter Manager Finance Academy Volunteers
Wilks, Kathy	Assistant Principal	Master Schedule Curricular Appeals Guidance Curriculum School Grade Goals SIP PD Planning Accelerated Coursework SCIP Freshman Transition Testing Guiding Coalition Textbook Adoption Student Success Center FLVS/SVA Twitter School Links Student Progression Plan Equity Office First Step JFG Grant Resiliency Education

Name	Position Title	Job Duties and Responsibilities
		Jumpstart Step
Lorenz, Jay	Assistant Principal	Critical Incident Plan Alt Education Safety & Security SESIR Athletics Discipline Appeals School Events Critical Incident Drills Supervision Schedule Shelter Manager Facilities/Work Orders Facility Services Project 10 Student IDs Facilitron PBIS PBP Program Graduation Student Activities Facilitron TA Chair
Norris, Meredith	Assistant Principal	ESE Focus Groups MTSS/CARE/SWST Guiding Coalition Restorative Practices PD IEPs IND EBD ESE Compliance IB Lit and Lang for All FBAs/BIPS TA Co-Chair ELA Data Days
Fuesy, Jessica	Assistant Principal	IB Program • DP & CP •Honor Council •Leadership Team •Discipline AP Program Lockers Exchange Students Fixed Assets



Name	Position Title	Job Duties and Responsibilities
		Project 10 Equity Officer- Students Media Center Textbook Distribution Fines Teams Update
Hernandez, Ashley	Assistant Principal	Teen Parent Program Children First Partnership Mentoring Programs Take Stock in Children PBIS Staff/Student Handbooks Dress Code Discovery Academy Technology •TEL Studio •Laptop Carts •Texcellence ESOL MTSS/CARE/SWST
Grant, Josh	Assistant Principal	Food Bank SPIN Event Critical Incident Drills Transportation Connect Ed Messages Facilities/Work Orders 5 Day Count Campus Tours Facility Services Orientations Open House Parking Attendance/Licenses DOH Screenings Clinic Blood Mobile United Way Pass System Ram News Social Media
Evans, Chuck	Teacher, K-12	Science Department Chair, Master Scheduler
Bazenas, Joe	Dropout Prevention Coordinator	504/SWST Coordinator, PBP Coordinator; Guiding Coalition member, Grad Coach

Name	Position Title	Job Duties and Responsibilities
James, Nina	Other	Testing Coordinator, Reading Support; Guiding Coalition member
Belli, Kimberly	Other	ESE Liaison, alpha A-K; Enterprise Program; Guiding Coalition member
Hart, Ryan	Behavior Specialist	Behaviors Specialist (alpha A-K); attendance monitoring
Abeigon, Andrea	Behavior Specialist	Behavior Specialist (alpha L-Z); attendance monitoring
Bland, Sarah		ESE Liaison (alpha L-Z); EBD unit
Verdoni, David	Teacher, K-12	Music Teacher; SAC Chair, PD facilitator; Guiding Coalition member
Carrier, Park	Teacher, K-12	Math Department chair, Guiding Coalition member
Finley, Maureen	Teacher, Career/Technical	CTE Department Chair, Guiding Coalition member
Ourednik, Frank	Teacher, K-12	Social Science Teacher, Guiding Coalition member
Sanchez, Vanessa	Teacher, K-12	Spanish Teacher, Guiding Coalition member
Conner, Amy	Teacher, K-12	English Language Arts Teacher, Guiding Coalition member
Bies, Jessica	Teacher, K-12	Science teacher, IB Career Related Program Coordinator, Guiding Coalition member
Hamblin, Karen	Teacher, K-12	Jobs for Florida Graduates Teacher (Treasure Hunter); Guiding Coalition member, Discovery Academy Coordinator
Taber, Paige	Teacher, K-12	Science Teacher, Guiding Coalition member
Lages, Jennifer	Teacher, K-12	English Language Arts Teacher; Guiding Coalition member
Bauer, Caitlin	Teacher, K-12	Art Teacher, Guiding Coalition member
Catena, Alexandra	Teacher, K-12	English Language Arts, Psychology Teacher; Guiding Coalition member
Knecht, Brandon	Teacher, K-12	Social Science Teacher; Guiding Coalition member

Name	Position Title	Job Duties and Responsibilities
Sikkenga, Brandon	Teacher, K-12	Spanish Teacher; Guiding Coalition member

### 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.

The RHS Administrative Team collaborates together weekly to establish goals and review data on attendance, P10 data, and discipline. The Guiding Coalition has been established to lead work of establishing Riverview as a Professional Learning Community and to support professional learning needs within the school. Guiding Coalition meets bi-monthly to determine next steps in the work with our PLCs. Once per month, the team leaders of each collaborative planning team will join the Guiding Coalition to provide feedback on process. The focus of this work will center around establishing Collaborative Planning Teams within each department to focus on the following:

1) Teachers will focus on the 4 Essential Questions of a PLC (1- What do we need for our students to learn? 2- How will we know when they've learned it? 3- How will we respond when they haven't learned it? 4- How will we respond when they have learned it?). This will involve teachers: identifying essential standards within their courses, designing lessons and assessments with these essential standards in mind, determining interventions for students who haven't mastered essential standards, determining extensions for students who have mastered essential standards. Teachers will meet together twice per week in their teams for collaboration. Two other mornings per week, teachers will hold open office hours to support interventions and extensions for students. One morning per week, teachers may host club activities to provide the opportunity for students to have the opportunity to become involved in school activities during the school day.

Administration meets regularly with teacher leaders for input within their areas of supervision. This includes regular meetings with counselors, ESE behavior specialists and liaisons, ELL liaisons, Test Coordinator, Dept Chairs, and teachers within content areas. The School Improvement Plan is shared with the School Advisory Council for input. This consists of the principal, students, Instructional staff, Classified staff, parents, and community members.

### 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))

As stated above, the Guiding Coalition meets bi-monthly to monitor the areas of focus at Riverview and to make suggestions or next steps. Each collaborative planning team (CPT) will follow the PLC monitoring process:

- 1) Determine the essential standard
- 2) Set the SMART goal and create the common formative assessment (CFA)
- 3) Teach the lesson(s)
- 4) Administer the CFA
- 5) Share results within the CPT and identify needs for intervention and extension

- 6) Intervene and Extend
- 7) Deliver End of Unit Common Assessment
- 8) Identify Tier 2 Interventions
- 9) Capture Team learning and adjust instruction
- 10) Begin PLC cycle again.

Riverview High School uses the MTSS process to monitor and respond to students in need of supports. A document for the MTSS Process at a Glance has been developed to help identify who, what, when and where these supports are provided. We will use the following reports and structures to monitor our SIP and make necessary adjustments as needed.

Attendance Reports  
 Failure Reports  
 Notices of Concern  
 Discipline Referrals  
 SWST meetings  
 Project 10 meetings  
 Jumpstart Supports  
 Positive Referrals  
 Club Participation  
 Guiding Coalition meetings  
 Collaborative Planning Team Notes

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	37%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	39%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A

	2019-20: A
	2018-19: A
	2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	0	
One or more suspensions	0	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	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	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	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	768	
One or more suspensions	0	0	0	0	0	0	0	0	0	203	
Course failure in ELA	0	0	0	0	0	0	0	0	0	280	
Course failure in Math	0	0	0	0	0	0	0	0	0	161	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	288	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	83	
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	19	
	0	0	0	0	0	0	0	0	0		
	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	593

**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	2	111
Students retained two or more times	0	0	0	0	0	0	0	0	0	57

**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	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	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	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 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	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**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*	61	58	50	66	60	51	66		
ELA Learning Gains				51			52		
ELA Lowest 25th Percentile				45			33		
Math Achievement*	55	49	38	65	43	38	62		
Math Learning Gains				62			44		
Math Lowest 25th Percentile				57			42		
Science Achievement*	76	73	64	79	56	40	78		
Social Studies Achievement*	76	75	66	78	50	48	76		
Middle School Acceleration					45	44			
Graduation Rate	90	89	89	91	71	61	94		
College and Career Acceleration	68	74	65	67	74	67	68		
ELP Progress	41	55	45	51			54		

*\* 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)**

<b>2021-22 ESSA Federal Index</b>	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	90

<b>2021-22 ESSA Federal Index</b>	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	712
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	91

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	40	Yes	4	
ELL	51			
AMI				
ASN	88			
BLK	40	Yes	2	
HSP	58			
MUL	71			
PAC				



**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%
WHT	72			
FRL	56			

**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	3	
ELL	55			
AMI				
ASN	81			
BLK	39	Yes	1	
HSP	61			
MUL	71			
PAC				
WHT	70			
FRL	53			

**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	61			55			76	76		90	68	41
SWD	23			29			44	47		22	6	
ELL	39			44			56	44		62	7	41
AMI												
ASN	79			78			96	94		82	6	
BLK	32			17			50	43		47	6	
HSP	52			49			65	63		58	7	41

## 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
MUL	56			59			82	82		58	6	
PAC												
WHT	66			61			79	84		72	7	50
FRL	46			41			67	64		55	7	40

## 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	66	51	45	65	62	57	79	78		91	67	51
SWD	24	31	30	29	55	50	32	36		80	15	
ELL	42	51	53	46	51	50	50	57		88	65	51
AMI												
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	51
MUL	77	63		63	67		74	94		86	44	
PAC												
WHT	71	51	47	70	65	59	87	80		92	74	70
FRL	48	43	43	46	53	57	60	64		86	48	36

## 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	66	52	33	62	44	42	78	76		94	68	54
SWD	19	36	31	30	32	30	44	42		83	26	
ELL	26	24	20	41	44	41	50	48		100	68	54
AMI												
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	45
MUL	73	49		60	39		96	74		91	76	
PAC												
WHT	71	57	39	69	45	41	82	80		95	69	80

## 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
FRL	49	49	34	48	39	38	67	64		88	51	49

**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	59%	58%	1%	50%	9%
09	2023 - Spring	60%	59%	1%	48%	12%

## ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	65%	-17%	50%	-2%

## GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	59%	1%	48%	12%

## BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	71%	2%	63%	10%

## HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	72%	1%	63%	10%

### 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.**

All four content areas, with a particular emphasis on ELA and Math, demonstrate the need for improvement for students with disabilities. There was a decline from 2019 to 2021 in the area of math in both proficiency and learning gains; this was the period of time impacted by Covid. 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. There was a decline from 2019 to 2021 in the areas of ELA learning gains as well as proficiency and learning gains in math, proficiency in Social Studies, and black students completing acceleration. This is the period of time impacted most by Covid. However, there were increases for our Black Population from 20-21 to 21-22 in the areas of ELA 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.

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

The greatest decline in data for our overall population from 2021 to 2022 was in the areas of ELA Learning Gains (-1), Acceleration (-1) and Graduation Rate (2021) (-3). All other school grade components saw an increase from 2021 to 2022. The Graduation Rate and Acceleration are a year in the rear so our 2022 data is actually based on the school year 2020-21, which is when many of our students were facing major impacts from Covid. The participation in completing industry certifications, more rigorous coursework due to remote learning and quarantining had an impact on our Acceleration. Additionally, graduation rates from 2020 were somewhat inflated with the elimination of testing requirements that spring so the drop was due to the percentage for 2021 moving back to a more normal set of criteria for meeting graduation requirements. Although our overall learning gains in ELA dipped by 1 point from 2021 to 2022, we saw increases in learning gains for all of our students as well as our lowest quartile. This demonstrated that although fewer students were meeting proficiency in ELA from 2019 to 2021, we were showing improvements in students working to get back to pre-Covid levels.

**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.**

Overall, there is a need to strengthen 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. The ESE leadership team has reviewed each student's IEP and schedules have been created to provide the supports needed for each student.

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. Two additional teachers have been hired since 2022, 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 for smaller class loads, to strategically schedule students into supported sections of English, U Skills, and Personal Career Dev depending on their area of need.

The ESE team's focus for the first quarter is to monitor the supports that have been put into place and make adjustments at the beginning of 2nd quarter as needed.

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

Students with Disabilities showed the most improvement in the area of mathematics. From 2021 to 2022, SWD had a 23% increase in learning gains and the SWD lowest quartile demonstrated a 20% increase. During 2022, many of our SWD were scheduled into Liberal Arts Math since it was the last year that the course would be offered by the state. This was helpful in giving the students a much needed course that would strengthen their Algebra and Geometry skills prior to taking Geometry as well as taking the Alg 1 End of Course exam.

The Black Subgroup showed the most improvement in the area of Social studies with a 15 point gain from the prior year. The US History teachers met to review data and created a common midterm exam that was administered to all their students. This allowed the teachers to review the data and make adjustments on what needed to be retaught or needed to be areas of focus during 2nd semester.

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

We are not required to complete the EWS section this year for the SIP. However, we continue to focus on the black and SWD subgroups academically.

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

Academic Achievement for Students with Disabilities  
 Academic Achievement for Black Students  
 Positive Culture and Environment through PBIS  
 Establishing Riverview High School as a Professional Learning Community

**Area of Focus**

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

**#1. ESSA Subgroup specifically relating to Students with Disabilities****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.

In all content areas, there are significant gaps for our students with disabilities.. 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)

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 23-24 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 in proficiency from 24% to 41% on the ELA assessment. Students with disabilities will see a 12% increase in proficiency from 29% to 41% on the Math assessment.

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

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

### **Monitoring:**

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

Monthly grade checks

Project 10 meetings

ESE leadership meetings

Weekly check-ins with Math, ELA, Social Studies, and Science teachers to support analyzation of FAST testing and other classroom-based assessments. Teachers will meet twice per week in their morning collaborative planning teams to identify essential standards, create assessments, analyze data, determine interventions and extensions for students based on data.

Time for ELA and Intensive Reading (IR) 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 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.)

Utilization of Achieve 3000 program during IR classes.

Utilization of other identified reading to support IR classes.

Use of additional paraprofessional and other special education resources to provide push-in and targeted intervention support.

Use of ALEKS and IXL to support Math remediation and additional support

Utilization of test prep materials, to include Progress Learning and other materials to support overall assessment preparation.

Edmentum for Intensive Reading grades 11-12

### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Based on research, collective efficacy has one of the largest effect sizes in making a significant difference in student achievement. When teachers have a common belief that by working together, they can make a difference with student achievement, the gains are significant through their working together. Beginning with school year 2023-24, teachers will meet twice per week in collaborative planning teams to support students. 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 identify essential standards, create assessments, analyze data, determine interventions and extensions to support students based on the data collected.

### **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.



Look at paraprofessional schedule and provide additional special education support to support classes most in need of additional resources.

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

**By When:** August 2023 and ongoing as needed.

Look at existing special education master schedule in order to identify specific student and teacher needs to make adjustments to teaching assignments as well as student scheduling needs.

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

**By When:** Aug 2023 and ongoing as needed.

Begin weekly 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)

**By When:** Aug 2023- May 2024

ESE paraprofessionals will be scheduled so that they may assist with the day to day instruction taking place in the content areas. This will allow for more small group instruction to take place and will provide opportunities for immediate remediation and re-teaching.

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

**By When:** Aug 2023 and ongoing as needed.

Expansion of Jobs for Graduates Program to support our student population with job exploration and preparedness for post-secondary plans.

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

**By When:** Aug 2023

Monthly Professional Learning for staff related to ESE structures and supports.

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

**By When:** Monthly during Snacks n Strats sessions during teacher planning time (dependent on contract waiver vote in Aug 2023).

Implementation of four year scope and sequence for College and Career Readiness in grades 9-12

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

**By When:** Aug 2023-May 2024



**#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 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.

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  
 Collaborative Planning Teams  
 Intervention Specialist  
 Monthly grade reports  
 Edmentum reports  
 Notices of Concern  
 Dashboard data

**Person responsible for monitoring outcome:**

Kathy Wilks (kathy.wilks@sarasotacountyschools.net)

**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.)

Riverview has a total of 164 Black students out of approximately 2600 students. The 2024 cohort has 30 black students out of 604 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 IR classes.

Utilization of Edmentum for Intensive Reading grades 11-12.

Utilization of other identified reading to support IR classes.

Use of additional paraprofessional and other special education resources to provide push-in and targeted intervention support.

Use of ALEKS 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.

Collaborative Planning Time each week for teachers to work together in their content areas to identify essential standards, develop assessments, analyze data, identify interventions and extensions based on data.

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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. Based on research, collective efficacy has one of the largest effect sizes in making a significant difference in student achievement. When teachers have a common belief that by working together, they can make a difference with student achievement, the gains are significant through their working together. Beginning with school year 2023-24, teachers will meet twice per week in collaborative planning teams to support students. 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 identify essential standards, create assessments, analyze data, determine interventions and extensions to support students based on the data collected.

#### **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.

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. Beginning with 2023-24 school year, a coach will be added to Riverview by the Education Foundation of Sarasota County.

**Person Responsible:** Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)

**By When:** Aug 2023-24

Jumpstart Academic Supports will be provided after school in the areas of math, ELA, Social Studies, Science, Spanish.

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

**By When:** Aug 2023- May 2024

Edmentum Saturdays will be offered beginning Spring of 2024 to assist students who need additional time to complete graduation requirements on Apex prior to graduation.

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

**By When:** March- May 2024

ACT and SAT 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:** Kathy Wilks (kathy.wilks@sarasotacountyschools.net)

**By When:** Fall 2023 and Spring 2024

Mentoring programs will be used to support Black/African American students who are identified through our MTSS process. Students will be assigned a mentor through our Discovery Academy program and that mentor will provide 1-1 assistance for Black/African American students who demonstrate a need for a mentor.

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

**By When:** Aug 2023 - May 2024

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

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

**By When:** Aug 2023

Monitoring of academics and attendance of Black/African American subgroup during Project 10 meetings.

**Person Responsible:** Jessica Fuesy (jessica.fuesy@sarasotacountyschools.net)

**By When:** Weekly, beginning in August 2023

Addition of 2nd staff member to Student Success Center for Career/College supports.

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

**By When:** Aug. 2023

**#3. Positive Culture and Environment specifically relating to Other****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.

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 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.)

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 Intervention:**

Explain the rationale for selecting this specific strategy.

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.

### **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.

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)

**By When:** Monthly

Implement attendance incentive for students meeting certain goals established by PBIS team.

**Person Responsible:** Josh Grant (josh.grant@sarasotacountyschools.net)

**By When:** End of Qtr 1 2023

#### #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 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.

Riverview High School has started the work of becoming a Professional Learning Community. In 2022-23, the Guiding Coalition was established at RHS to help lead this work. The Guiding Coalition is made up of teachers from various departments as well as RHS administration. By working together with to identify our areas of need, we will work together to address the 4 guiding questions of a PLC:

- 1) What do we want our students to learn?
- 2) How will we know when they've learned it?
- 3) What will we do when they haven't learned it?
- 4) What will we do when they have learned it?

##### 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.

Beginning with 2023-24, Riverview will have 100% of teachers participating in collaborative planning teams twice per week.

Beginning with 2023-24, Riverview will have a 25% increase in the number of students participating in clubs on the school campus.

##### 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  
 CPT notes  
 Common Assessments  
 Administrator participation in collaborative planning teams

##### Person responsible for monitoring outcome:

Kathy Wilks (kathy.wilks@sarasotacountyschools.net)

##### 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.)

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

Beginning with the 2023-24 school year, teachers will be assigned to collaborative planning teams based on content areas and will collaborate twice per week to identify essential standards, create assessments, analyze data, and identify interventions and extensions based on data.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

#### **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.

Prepare schedule that will allow students to access extra support, teachers to meet in collaborative planning teams, and clubs to meet weekly each morning before 1st pd begins. Communicate schedule with stakeholders.

**Person Responsible:** Erin Haughey (erin.haughey@sarasotacountyschools.net)

**By When:** Aug 2023

Assign teachers to Collaborative Planning Teams, Assign Clubs to specific days, assign teachers to extra support office hours before school.

**Person Responsible:** Erin Haughey (erin.haughey@sarasotacountyschools.net)

**By When:** Aug 2023

Continue work with Guiding Coalition to work with departments on establishing PLC norms and goals.

**Person Responsible:** Erin Haughey (erin.haughey@sarasotacountyschools.net)

**By When:** Aug 2023 and ongoing throughout school year.

Quarter 1: Collaborative Planning Teams will identify essential standards

Quarter 2- 4: Design lessons and create assessments based on identified essential standards; identify and assign interventions for students who have not mastered standards; identify and assign extensions for students who have master standards.

**Person Responsible:** Erin Haughey (erin.haughey@sarasotacountyschools.net)

**By When:** Aug 2023-May 2024

Establish after school Jumpstart supports in the content areas for students who need additional academic support.

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

**By When:** Aug 2023- May 2024

### **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).

Riverview High School uses the MTSS process to monitor and respond to students in needs of supports. A document for the MTSS Process at a Glance has been developed to help identify who, what, when and where

these supports are provided. We will use the following reports and structures to monitor our School Improvement Plan (SIP) and make necessary adjustments as needed. The School Advisory Committee will review the School Improvement Plan and designate funding for programs and teacher requests for funds based on supporting the goals of the SIP.

Attendance Reports  
Failure Reports  
Notices of Concern  
SWST  
Project 10 meetings  
Jumpstart Supports