

# Riverview High School



2014-15 School Improvement Plan

## Riverview High School

1 RAM WAY, Sarasota, FL 34231

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

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

36%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

31%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	B

### School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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**

The vision of Riverview High School is to create a school community that works together so that all students will reach their highest potential to become life-long learners and responsible citizen through quality instruction and a challenging world-class curriculum at a state-of-the art facility.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Riverview High School has created two freshman teams for incoming 9th grade students. Riverview also has a large pre-IB program for incoming freshman interested in being a part of the IB program. These small learning communities within the larger school allow for teachers to learn about the students' cultures and to build strong relationships between teachers and students. This structure allows for a smooth transition from middle school to high school and provides the incoming students with a consistent support network of teachers and staff. While a part of the freshman transition teams, students build long lasting relationships with staff members and with other students. These relationships are the cornerstone of a successful high school experience.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Riverview High School creates a safe learning environment in which students feel respected at all times by providing active supervision, a network of support staff members, carefully structured routines, and by fostering relationships between staff and students. Campus supervision begins early each day and all areas of the campus are fully supervised at all times. We make sure that students know their guidance counselors, school resource officers, administrators, and behavior specialists as well as other support staff. This way students can ask for assistance at any time. By working with the same AP and guidance counselor for the four years they are here, strong and lasting relationships are created. Riverview High School also has 2 School Resource Officers and 4 Campus Security Monitors that assist with the supervision of students. The schools SRO's work closely with Administration to ensure students and faculty are safe and safety procedures are in place in case of a crisis. With these relationships in place, active campus supervision 24/7, and a structured daily routine, all students feel safe and respected before, during and after school.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Riverview High School uses the Positive Behavioral Support program to minimize distractions and to keep students engaged during instructional time. This program relies on a common set of



expectations that are developed by teams of both staff and students. These expectations are posted throughout the school and are taught during the course of the school year. Thanks to this program, the number of discipline incidents here at Riverview High has decreased by over 50% over the past five years. Student time on task in the academic environment has increased and the entire campus is safe and secure. A collaborative planning model is used to monitor the MTSS process. Campus aides are utilized to remove disruptive students from class to insure minimal disruptions to classroom instruction. Behavioral expectations are outlined during Student Orientations, posted on our website and available through the Sarasota County Student Parent Handbook.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Riverview High School is deeply concerned about the social and emotional well being of our students. We employ six guidance counselors who work with students at a 400 to 1 ratio. Students work with the same counselor from their freshman year through graduation. RHS has two full time behavior specialists and two full time School Resource Officers as well as one full time social worker who are on campus every day. All of these staff members maintain high visibility and are always willing to provide assistance to any student in need. Beyond the on campus support staff, Riverview maintains strong ties with several community organizations who can get students connected with resources, counseling, or other services as needed. All school administrators maintain an open door policy, and students know that they can come to any staff member with any issue and we will find them the help that they need.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Attendance: Any student that misses more than ten percent of instructional time or is in ninth grade with one or more absences within the first twenty days of school.  
 Discipline: Any student who receives two or more behavior referrals or any student who receives one or more behavior referrals that leads to a suspension.  
 Course Failure: Any student who fails to progress on time to any grade level or any student with a grade point average below a 2.0.  
 State Assessments: Any student that scored a level 1 on a state assessment.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	117	171	152	127	567
One or more suspensions	38	29	16	4	87
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	
	0	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Riverview High School monitors attendance by weekly data collection. We have a referral system in place for staff to identify students with attendance issues that involves guidance, the attendance clerk, administration, social worker, truancy officer, school psychologist and parents.

In regards to discipline, Riverview High School follows progressive discipline procedures.

Administration works with parents, students, guidance, and teachers to ensure that all early interventions (e.g. conferences, detentions, Saturday Schools) take place before a suspension occurs.

Students that fail an English or a mathematics class, have the opportunity to retake the class in our Performance Based Diploma program. This program is an online resource in which students can work at their own pace and complete multiple credits in a given year.

For our Level 1 Algebra EOC students, they are placed in an Intensive Math course up to a full year until the student receives a passing grade on the EOC.

For our Level 1 ELA students, they are placed in an Intensive Reading course up to a full year until the student receives a passing grade on the FCAT/FSA.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Riverview parent involvement is very high resulting in earning the Golden School Award for the twenty fifth year indicating more than five thousand hours of documentation through the Partners Alliance Linking Schools Program. Attendance at annual open house is high with at least fifty percent of parents in attendance. There are many active parent support groups including the IB Parent Organization, RHS Foundation, and numerous booster clubs (music, athletics, JROTC) Student performance data is evidence that this positive involvement engages families in learning. Riverview's programs and special efforts to engage families are related to strong and consistent improvement in academics.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Riverview High School has a long standing tradition of working coherently with all sets of the community at large. We have added to the traditional relationships with businesses, retirees, and private consultants by increasing internships, adjunct teacher appointments, and student body assemblies. School governance is enhanced not only by community representation on SAC but by leadership positions in the IB Parent Organization and the Riverview Kiltie Band Association. We have fostered comprehensive

outreach to our entire community by expanding our information systems beyond our monthly newsletter by including all faucets of social media including contemporary websites. The Cyesis Teen Parent has unique community support including weekly volunteers, business partneships and grant funding through Childrens First and Head Start. Finally, Rivevriew's "Stars to Starfish" Program is an authroized Exploration via EdExplore paartnerships.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Wachter, Glenn	Assistant Principal
Nook, Linda	Principal
dunham, melanie	Assistant Principal
del Castillo, erin	Assistant Principal
Gilliland, Mark	Assistant Principal
Gallagher, Paul	Assistant Principal
Giannini, Alix	Guidance Counselor

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Accountablility for positive outcomes is a shared responsibility for all members of the leadership team. The individuals involved and the roles they play vary with the intensity of student need. Knowledge and skills determine an individual's role rather than professional title or assignment. Our team consists of Guidance Counselors, Teachers, Parents, Students, Liaisons, School Psyycologist, Social worker, Behavior Specialist, and Test Coordinator. From that team, those with the appropriate skill set are chosen based on the need of the student in that given situation. Assistant Principals work with their assigned departments to allign training to ensure district and school initiaives are met.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Riverview High School utilizes direct measures of specific skills under a philopsophy of early intervention to support small group and individual student needs. A collaborative problem solving model is used to monitor the MTSS process, and multiple ongoing data points are examined in order to make decisions. In all cases we make us of a systems approach to problem solving with a focus on alterable variables and "how" solutions.

The coordination and integration of federal, state, and local funds reduces duplication of services and ensures that all needs of economically disadvantaged students are met. These wrap-around services make up a comprehensive framework to give all children a greater chance of academic success. As required under Section 1114(b)(1)(J), P.L. 107-110, a Title I school, as part of its schoolwide plan,

must describe how funds from other NCLB programs and applicable federal, state, and local programs will be integrated and coordinated to meet all student needs.

A school should carefully examine the educational and social needs of all students in the school, as well as the programs and/or funding currently in place to support those needs. In the space provided, include a description of how the following programs integrate and coordinate to meet student needs, as applicable to your school:

Title II (Professional development for classroom teachers); Violence prevention programs (Support from Jewish Family Services); Head Start (Services provided through Childrens' First grant); Adult education( Via Sarasota Technical Institute - SCTI); Career and Technical Education (CTE) and Job training (Via ESE Transition Employment Specialist and On the Job Training.)

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Linda Nook	Principal
Linda Stoecklin	Education Support Employee
Linda Allen	Business/Community
Cean Cerny	Business/Community
Danyelle Herlihy Harris	Student
Richard Hicks	Parent
Maggie Jones	Teacher
Carl Lacey	Parent
Helen Magill	Business/Community
Jeanne Medawar	Business/Community
Teri Sayre	Parent
Teresa Snyder	Parent
Kelly Soyars	Teacher
Dusty Twining	Education Support Employee
Melissa Vagn	Parent

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

##### *Evaluation of last year's school improvement plan*

School Advisory Council reviews goals outlined in plan and outcomes. They evaluate success of strategies and resources provided in the plan. In addition, the team analyzes end of the year performance data.

##### *Development of this school improvement plan*

The School Advisory Council reviews the results of any needs or assessments conducted at school., assist in the development of the School Improvement Plan and provide recommendations on specific components of the plan; such as: goals for the school, indicators of student progression, strategies and evaluation procedures to measure student performances. The School Advisory Council of

Riverview High School shall be the final decision making body at this school relating to school improvement. They define school goals and targets and for overall school improvement with the School Board They report progress, in meeting the goals of the School Improvement Plan. The SAC monitors students' and school's progress in attaining goals, per, the School Improvement Plan, and evaluate the appropriateness of the indicators of the student progress, strategies and evaluation procedures which are selected, to measure student performance. They prepare the distribution to the public, to report the status of implementing, the School Improvement Plan, the performance of students' and educational programs and progress in accomplishing the school's goals. The SAC provides input on the school's budget and the use of School Improvement funds to assist with the preparation of the school budget.. Both the school annual budget and School Improvement budgets are approved by SAC. They make recommendations on the waiver of the School Board policy/Rules, which will allow school personnel to establish innovative practices and methods and act as a liaison between the school and the community.

*Preparation of the school's annual budget and plan*

In the spring, when the preliminary budgets are distributed by the district, School Leadership Team identifies staffing program needs for the upcoming school year. This information is presented to SAC for input and recommendations. Revisions are made by the principal and submitted to the School Board for final approval.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

No School Improvement funds were allocated by the state. However, available carry forward dollars, general funds and grants will be used to fund the following:

# USA Test Prep for Reading & Math- \$1500.

# RAMP It Up! After School Math Tutoring - \$2000. (Riverview High School Foundation)

# Peer Mentoring Program - \$5000.

# RMK Tutoring - \$5000.

# Professional Development - \$ 5000.

# Instructional Materials - \$2000.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bassett, Diane	Teacher, K-12
Belli, Kimberly	
James, Nina	Teacher, K-12
Nook, Linda	Principal
Miles, Rebecca	Teacher, K-12
Johnson, Suzanne	Teacher, K-12
DeZutter, Carrie	Teacher, K-12
Ourednik, Frank	Teacher, K-12
Taylor, Agatha	Teacher, K-12
Strum, Dena	Teacher, K-12
Sandberg, Elena	Teacher, K-12
del Castillo, erin	Assistant Principal

### Duties

#### ***Describe how the LLT promotes literacy within the school***

Major initiatives are focused on implementation Florida State Standards . Professional development will include but are not limited to: Office 365, Writing and Technology, Webb's Depth of Knowledge, DI, and a Mini-Writing Workshop. School-wide literacy projects include: "Rams Reads Week", Literacy Week celebration and Visiting Author event.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Riverview High School has made it a priority to create a master schedule that allows for collaborative planning for content area teachers. The teachers document their weekly collaboration on lesson plans and submit them to their designated administrator. In addition, departments heads meet monthly to discuss pertinent instructional initiatives. Department heads and designated administrators then meet with their respective departments to delineate action steps. Riverview High School also hosts a magnet program in which the thirty five teachers involved meet regularly as a professional learning community to harness student achievement and curriculum mapping. In addition, Riverview's International Baccalaureate Program hosts program specialists and adjunct consultants to lend their degree of expertise to the program.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Riverview High School maintains an outstanding reputation as an exceptional school and recruits highly qualified teachers. All teachers are certified in their content and are highly qualified. Teachers with multiple certifications are valued and selected whenever available. Riverview High School is fortunate to successfully recruit and retain teachers in all areas of critical shortage.

#### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Sarasota County and Riverview High School recognize that teacher mentoring is an effective method of developing and retaining high quality classroom teachers. As a result, the Sarasota County provides a comprehensive mentoring program (S.C.I.P. - Sarasota County Induction Program) which pairs beginning teachers and experienced teachers. This "teacher mentoring program" includes activities that consist of structured guidance and regular, ongoing support for beginning or "new to the district" teachers. Mentoring activities are designed to help teachers continue to improve their practice of teaching and develop their instructional skills. These activities are part of an ongoing induction process that involves the assistance of exemplary teachers and other appropriate individuals from a school, district, or institution of higher education and may include coaching, classroom observation, team teaching, and reduced teaching loads. Administrators provide resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful. S.C.I.P. mentors receive financial compensation for monthly meetings and support to mentees.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Sarasota County provides virtual Instructional Focus Guides for core instructional programs. Weekly lesson plans are monitored and include specific learning targets, essential questions, standards and objectives. Materials are aligned and structured around the Florida Standards. In addition, Advanced Placement and International Baccalaureate are programs aligned with national and international standards and practices. Instructional materials and teacher support materials are based on recommendations for various content areas.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The Riverview administrative team that data without dialogue is meaningless. Therefore, we pride ourselves in accumulating both quantitative and qualitative information disseminating it to our stakeholders and following up by having focused meetings across Professional Learning Communities. Such focused meetings include: monthly department or staff level meetings, SWST, CARE, IB Magnet Program, ACT/SAT Prep, emerging IB Career/related Certificate Program and weekly PLCs. The agenda at all meetings is a continuous introspection with necessary action steps on how to improve with teaching, learning and assessment.

LLT supports schoolwide literacy efforts. DI/DOK Team provides professional development and resources to assist struggling students. Afterschool math tutoring is provided twice a week. Level 1 & 2 students have Algebra I and Reading on a block schedule to provide additional instructional time.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

Thirty minutes of instructional time is added to each day.

**Strategy Rationale**

More instructional time for students to access required and elective courses.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Nook, Linda, linda.nook@sarasotacountyschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student achievement data, attendance and graduation data

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Transitions from middle school begin with guidance counselors visiting all primary middle schools to provide 8th grade students with an overview of high school course selections and graduation requirements. In the spring, we invite the middle school students and parents to attend a SPIN Night (Student and Parent Information Night) on our campus. During the summer, all students are required to attend a Student Orientation. In addition, Riverview High School is structured to provide continuity with the same guidance counselor and administrator throughout the four years. This allows for ongoing supportive relationships with students and families. All ninth grade students are assigned to a "team" of teachers who work collaboratively to support academic and behavioral support of maximize student acclimation to high school.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Students begin their academic and career planning in middle school when they complete "Career CHOICES" inventory to identify their initial career options. Students to select a course of study tailor made to their post secondary goals. The loss of the Career Advisory position requires School Counselors to provide additional support to students. Each student meets annually with their counselor to review individually courses of study and are continually modified based on needs, interest and career goals. Additionally, the College Reach Out Program (CROP) and Y-Achievers assist students with a guide in preparing for college through college visits and specialized programs to help them prepare for the application and interview process. Furthermore, the International Baccalaureate provides a college specialist to assist and guide students individually.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**



Riverview High School offers extensive Career and Technical Education (CTE) courses or programs , Advanced Placement, International Baccalaureate, and Dual Enrollment opportunities as well as co enrollment programs with Sarasota County Technical Institute. Connections between the relevance of a subject and a student's future is integrated into all instructional programs. Academic courses are linked to applied and integrated courses focused on career options for students. The school's Career Technical courses, Executive Internships, and Sarasota County Technical directly connect high school subjects to post secondary options. In addition, academic sequences connect to two and four year college programs. All Executive Interns earn their Florida Ready to Work credential(s). Moreover, CTE students have the opportunity to earn Industry Certification(s) in their related field of study. Career pathway (Aquaculture, Ealy Childhood, Business, Engineering, Technology Education) s are carefully delinated to insure that students are able to complete their various pathway.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Riverview High School's percentage of graduates completing a college prep curriculum, enrolled in an Algebra I course before 9th grade, in advanced level courses, and in a Florida post secondary instruction all exceeded the district and state levels. The school guidance counselors will continue to encourage students to take AP, IB, or DE classes through one on one course planning meetings prior to scheduling courses in the spring. Each junior and senior is scheduled to meet with a guidance counselor regarding their post secondary plans. Bright Futures and other scholarship information is disseminated. Guidance staff will further encourage students to participate in the ACT, SAT, or PERT early in their junior year. Finally, articulation with middle school guidance and math teachers will occur to communicate benefits of students completing Algebra 1 while in middle school to allow students access to higher level math courses in high school. All juniors will be administered the PERT in Reading, Writing, and Math based on their 10th grade FCAT/EOC scores to determine college readiness. Students who do not meet cut scores on PERT will be placed in a readiness course during their senior year to reinforce skills necessary to be successful in entry-level courses in college in the areas of reading, writing, and math.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Upon receiving the High School Feedback report, the sub committee of professionals lead by Glenn Wachter analyzed the information. Detailed assessment was presented to the administrative team and guidance in the following weeks to expose areas of concern and strategize to ensure that action steps were already designed or planned.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** SUPPORTIVE ENVIRONMENT: For the school year 2014-2015, the percentage of students meeting the requirements outlined in the Student Progression Plan will increase.
- G2.** BIOLOGY GOAL (Levels 3 & 4) By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient.
- G3.** MATH GOAL By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.. No proficiency target will be less than 35% for any subgroup in Algebra or Geometry.
- G4.** READING GOALS By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficiency.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. SUPPORTIVE ENVIRONMENT:** For the school year 2014-2015, the percentage of students meeting the requirements outlined in the Student Progression Plan will increase. 1a

G048043

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	83.0
Dropout Rate	0.98
One or More Suspensions	10.0
Attendance rate	92.0

**Resources Available to Support the Goal** 2

- Regular and Accurate Data Reports, Community Partnerships, Experienced Staff

**Targeted Barriers to Achieving the Goal** 3

- The range of our student population and demographics with extreme needs.

**Plan to Monitor Progress Toward G1.** 8

Attendance rate, academic grades, discipline referrals, assessment results

**Person Responsible**

melanie dunham

**Schedule**

Monthly, from 9/2/2014 to 6/1/2015

**Evidence of Completion**

Monthly attendance report, weekly referral reports, drop out reports, quarterly progress reports

**G2. BIOLOGY GOAL (Levels 3 & 4)** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. 1a

G048035

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	83.0

**Resources Available to Support the Goal** 2

- Highly qualified teachers and staff
- Instructional Focus Guide towards curricular implementation
- Formative benchmark assessments built in to the school year calendar
- Highly rigorous textbooks and other supplementary materials available in each classroom

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack familiarity with the new Florida Standards (LAFS and MAFS)

**Plan to Monitor Progress Toward G2.** 8

Individual student biology benchmark assessment scores will be reviewed throughout the year. Student data will be related back to their individual biology teacher. These scores, along with the teachers collaborative planning notes, will be used to monitor the progress towards the goal.

**Person Responsible**

Glenn Wachter

**Schedule**

Every 2 Months, from 8/27/2014 to 4/22/2015

**Evidence of Completion**

Face to face meetings will be scheduled with each teacher twice per year. Informal meetings will take place more often. Meeting notes will document the discussion from each teacher meeting. Each teacher meeting will evaluate the progress of that teachers students, and their work as part of the collaborative planning team, towards the end goal scoring at or above proficiency on the Biology EOC.

**G3. MATH GOAL** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.. No proficiency target will be less than 35% for any subgroup in Algebra or Geometry. 1a

G048003

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	79.0
AMO Math - SWD	56.0
AMO Math - African American	65.0
Geometry EOC Pass Rate	74.0
Algebra I EOC Pass Rate	65.0

**Resources Available to Support the Goal** 2

- Algebra Nation, Success Maker, Intensive Math, Credit Recovery, ACT/SAT Prep

**Targeted Barriers to Achieving the Goal** 3

- Lack of basic mathematical skills entering high school.

**Plan to Monitor Progress Toward G3.** 8

Algebra Nation and Success Maker reports, student grades and progress monitoring.

**Person Responsible**

Linda Nook

**Schedule**

Monthly, from 10/6/2014 to 5/22/2015

**Evidence of Completion**

EOC assessment results & benchmark assessments

**G4. READING GOALS** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficiency. **1a**

 G047963

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - African American	48.0
AMO Reading - ED	62.0
AMO Reading - ELL	47.0
AMO Reading - Hispanic	70.0
AMO Reading - SWD	53.0

**Resources Available to Support the Goal** **2**

- FSA website, Workshops, ELA Collaboration Meetings

**Targeted Barriers to Achieving the Goal** **3**

- The new FSA assessment in grades 9, 10, and 11.

**Plan to Monitor Progress Toward G4.** **8**

Mock FSA exams administered and graded collaboratively within grade level meetings

**Person Responsible**

erin del Castillo

**Schedule**

Semiannually, from 10/31/2014 to 12/19/2014

**Evidence of Completion**

Assessment results from mock FSA exams.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** SUPPORTIVE ENVIRONMENT: For the school year 2014-2015, the percentage of students meeting the requirements outlined in the Student Progression Plan will increase. **1**

 G048043

**G1.B1** The range of our student population and demographics with extreme needs. **2**

 B124476

**G1.B1.S1** Differentiate resources and interventions based on student need. **4**

 S136382

### Strategy Rationale

That each student has a unique situation and each student's plan is designed based on individual challenges.

### Action Step 1 **5**

Thorough Data Review of Each Student: Student Data

#### Person Responsible

Glenn Wachter

#### Schedule

Weekly, from 8/18/2014 to 6/1/2015

#### Evidence of Completion

SWST notes, CARE notes, Project 10 minutes, TOT minutes

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Weekly Meetings: SWST, CARE, TOT

**Person Responsible**

melanie dunham

**Schedule**

Weekly, from 8/18/2014 to 6/1/2015

***Evidence of Completion***

Minutes from all meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Minutes from CARE, SWST, TOT

**Person Responsible**

melanie dunham

**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

***Evidence of Completion***

Monthly data analysis to determine effectiveness and need for action.



**G2. BIOLOGY GOAL (Levels 3 & 4)** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. 1

G048035

**G2.B1** Teachers lack familiarity with the new Florida Standards (LAFS and MAFS) 2

B122123

**G2.B1.S1** Teams of teachers, working together during their collaborative planning time, will deconstruct the new LAFS and MAFS to become more familiar with what the new standards require. 4

S134078

### Strategy Rationale

The new Florida Standards require that a student demonstrates a higher level Depth of Knowledge as compared with the standards used in previous years. In order for teachers to truly understand what will be required of their students, it is imperative that they spend time reading, discussing and dissecting these standards.

### Action Step 1 5

Teams of teachers, grouped by science content, will meet on a bi-weekly basis during their common planning time to learn more about the new Florida Standards.

#### Person Responsible

Glenn Wachter

#### Schedule

Biweekly, from 8/27/2014 to 5/20/2015

#### Evidence of Completion

Teachers will turn in notes from each of their collaborative planning meetings.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administration will collect and review the collaborative planning notes from each meeting.

**Person Responsible**

Glenn Wachter

**Schedule**

Biweekly, from 8/27/2014 to 5/20/2015

***Evidence of Completion***

The collaborative planning notes from each team of teachers will emphasize the work that they accomplished related to formulating a more comprehensive understanding of the new Florida Standards.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Administration will review the bi-weekly collaborative planning notes from each team of teachers. Administration will provide feedback to each team related to the quality of the progress towards developing a more comprehensive understanding of the Florida Standards.

**Person Responsible**

Glenn Wachter

**Schedule**

Biweekly, from 8/27/2014 to 5/20/2015

***Evidence of Completion***

The actual notes from the collaborative planning team meeting will be used to document the work that was accomplished. Notes from teams that are making good progress will be provided to teams that are struggling with the task so that they may have a guiding document to model their work after.

**G3. MATH GOAL** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.. No proficiency target will be less than 35% for any subgroup in Algebra or Geometry. 1

G048003

**G3.B1** Lack of basic mathematical skills entering high school. 2

B124742

**G3.B1.S1** Diagnosis skill deficit and provide individual remediation and interventions. 4

S136661

### Strategy Rationale

Skill gaps can only be addressed with specific information and differentiated support.

### Action Step 1 5

Math Collaborative Planning with Algebra, Geometry and Liberal Arts teachers to design individualized instructional approaches.

#### Person Responsible

Linda Nook

#### Schedule

Weekly, from 9/8/2014 to 5/15/2015

#### Evidence of Completion

Teachers will document Collaborative Planning meetings in lesson plans that are submitted weekly.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitoring grades and benchmark assessments

#### Person Responsible

Linda Nook

#### Schedule

Quarterly, from 9/15/2014 to 5/22/2015

#### Evidence of Completion

Progress Reports, EOC assessments

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Identify patterns of skill deficits

**Person Responsible**

Linda Nook

**Schedule**

Daily, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

Formative assessment and progress monitoring


**G4. READING GOALS** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficiency. 1

 G047963

**G4.B1** The new FSA assessment in grades 9, 10, and 11. 2

 B124499

**G4.B1.S1** Training for the teachers in the FSA Reading and Writing tests. 4

 S136638

**Strategy Rationale**

Since this new assessment tests the Florida State Standards, teachers need assistance in aligning their curriculum.

**Action Step 1** 5

ELA Collaborative Meetings to include: DOK and Meaningful Learning Tasks, Finding and Utilizing Paired Texts, Testing Season - The Survival Game, Come up for Air - planning for next year.

**Person Responsible**

erin del Castillo

**Schedule**

Monthly, from 9/30/2014 to 5/26/2015

**Evidence of Completion**

ELA progress monitoring, progress reports, attendance at meetings

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

We will meet monthly for 90 minutes (by grade level) to discuss lessons and feedback practices.

**Person Responsible**

erin del Castillo

**Schedule**

Monthly, from 9/30/2014 to 5/26/2015

**Evidence of Completion**

At the end of the meeting(s), teachers leave with strategies and/or lessons to use in their classroom.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Teachers will meet every semester with district high school teachers for additional collaboration on FSA needs,

**Person Responsible**

erin del Castillo

**Schedule**

Semiannually, from 10/7/2014 to 3/6/2015

**Evidence of Completion**

FSA assessment results.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Teams of teachers, grouped by science content, will meet on a bi-weekly basis during their common planning time to learn more about the new Florida Standards.	Wachter, Glenn	8/27/2014	Teachers will turn in notes from each of their collaborative planning meetings.	5/20/2015 biweekly
G1.B1.S1.A1	Thorough Data Review of Each Student: Student Data	Wachter, Glenn	8/18/2014	SWST notes, CARE notes, Project 10 minutes, TOT minutes	6/1/2015 weekly
G4.B1.S1.A1	ELA Collaborative Meetings to include: DOK and Meaningful Learning Tasks, Finding and Utilizing Paired Texts, Testing Season - The Survival Game, Come up for Air - planning for next year.	del Castillo, erin	9/30/2014	ELA progress monitoring, progress reports, attendance at meetings	5/26/2015 monthly

**Sarasota - 0181 - Riverview High School - 2014-15 SIP**  
Riverview High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Math Collaborative Planning with Algebra, Geometry and Liberal Arts teachers to design individualized instructional approaches.	Nook, Linda	9/8/2014	Teachers will document Collaborative Planning meetings in lesson plans that are submitted weekly.	5/15/2015 weekly
G1.MA1	Attendance rate, academic grades, discipline referrals, assessment results	dunham, melanie	9/2/2014	Monthly attendance report, weekly referral reports, drop out reports, quarterly progress reports	6/1/2015 monthly
G1.B1.S1.MA1	Minutes from CARE, SWST, TOT	dunham, melanie	8/18/2014	Monthly data analysis to determine effectiveness and need for action.	6/1/2015 monthly
G1.B1.S1.MA1	Weekly Meetings: SWST, CARE, TOT	dunham, melanie	8/18/2014	Minutes from all meetings.	6/1/2015 weekly
G2.MA1	Individual student biology benchmark assessment scores will be reviewed throughout the year. Student data will be related back to their individual biology teacher. These scores, along with the teachers collaborative planning notes, will be used to monitor the progress towards the goal.	Wachter, Glenn	8/27/2014	Face to face meetings will be scheduled with each teacher twice per year. Informal meetings will take place more often. Meeting notes will document the discussion from each teacher meeting. Each teacher meeting will evaluate the progress of that teachers students, and their work as part of the collaborative planning team, towards the end goal scoring at or above proficiency on the Biology EOC.	4/22/2015 every-2-months
G2.B1.S1.MA1	Administration will review the bi-weekly collaborative planning notes from each team of teachers. Administration will provide feedback to each team related to the quality of the progress towards developing a more comprehensive understanding of the Florida Standards.	Wachter, Glenn	8/27/2014	The actual notes from the collaborative planning team meeting will be used to document the work that was accomplished. Notes from teams that are making good progress will be provided to teams that are struggling with the task so that they may have a guiding document to model their work after.	5/20/2015 biweekly
G2.B1.S1.MA1	Administration will collect and review the collaborative planning notes from each meeting.	Wachter, Glenn	8/27/2014	The collaborative planning notes from each team of teachers will emphasize the work that they accomplished related to formulating a more comprehensive understanding of the new Florida Standards.	5/20/2015 biweekly
G3.MA1	Algebra Nation and Success Maker reports, student grades and progress monitoring.	Nook, Linda	10/6/2014	EOC assessment results & benchmark assessments	5/22/2015 monthly
G3.B1.S1.MA1	Identify patterns of skill deficits	Nook, Linda	9/8/2014	Formative assessment and progress monitoring	5/22/2015 daily
G3.B1.S1.MA1	Monitoring grades and benchmark assessments	Nook, Linda	9/15/2014	Progress Reports, EOC assessments	5/22/2015 quarterly
G4.MA1	Mock FSA exams administered and graded collaboratively within grade level meetings	del Castillo, erin	10/31/2014	Assessment results from mock FSA exams.	12/19/2014 semiannually
G4.B1.S1.MA1	Teachers will meet every semester with district high school teachers for additional collaboration on FSA needs,	del Castillo, erin	10/7/2014	FSA assessment results.	3/6/2015 semiannually
G4.B1.S1.MA1	We will meet monthly for 90 minutes (by grade level) to discuss lessons and feedback practices.	del Castillo, erin	9/30/2014	At the end of the meeting(s), teachers leave with strategies and/or lessons to use in their classroom.	5/26/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G3. MATH GOAL** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.. No proficiency target will be less than 35% for any subgroup in Algebra or Geometry.

**G3.B1** Lack of basic mathematical skills entering high school.

**G3.B1.S1** Diagnosis skill deficit and provide individual remediation and interventions.

### **PD Opportunity 1**

Math Collaborative Planning with Algebra, Geometry and Liberal Arts teachers to design individualized instructional approaches.

#### **Facilitator**

Linda Nook

#### **Participants**

Math Teachers

#### **Schedule**

Weekly, from 9/8/2014 to 5/15/2015

**G4.** READING GOALS By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficiency.

**G4.B1** The new FSA assessment in grades 9, 10, and 11.

**G4.B1.S1** Training for the teachers in the FSA Reading and Writing tests.

### **PD Opportunity 1**

ELA Collaborative Meetings to include: DOK and Meaningful Learning Tasks, Finding and Utilizing Paired Texts, Testing Season - The Survival Game, Come up for Air - planning for next year.

#### **Facilitator**

Erin del Castillo, Jim Minor and Nina James

#### **Participants**

ELA Teachers

#### **Schedule**

Monthly, from 9/30/2014 to 5/26/2015



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0