

Riverdale High School



2014-15 School Improvement Plan

Riverdale High School

2600 BUCKINGHAM RD, Fort Myers, FL 33905

<http://rdh.leeschools.net/>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

53%

Alternative/ESE Center

No

Charter School

No

Minority

35%

School Grades History

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

School Board Approval

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

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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 20 |
| Goals Summary | 20 |
| Goals Detail | 20 |
| Action Plan for Improvement | 23 |
| Appendix 1: Implementation Timeline | 36 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 38 |
| Professional Development Opportunities | 39 |
| Technical Assistance Items | 43 |
| Appendix 3: Budget to Support Goals | 44 |

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 | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Riverdale High School will adapt to the changing face of the community while preparing to meet the needs of a global society.

Provide the school's vision statement

To be a world-class high school

School Environment

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

Riverdale High School will infuse the content required by Florida's state standards as applicable to appropriate grade levels, including but not limited to:

- Africans and African Americans history and contributions
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Riverdale High School provides positive behavior support strategies to increase students' ability to demonstrate acceptable behaviors, to include but not limited to:

- Demonstration of a united front by aligning the school vision statement with the school district vision statement.
- Consistency in practice and structure from classroom to classroom
- Faculty modeling of appropriate actions
- Enhanced communication with students further supported by social media outlets
- Building student self-discipline through the promotion of the school motto "Success is a Choice!"
- Night time security guard that is accessible to both students and staff

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

Riverdale High School will be transparent and proactive to minimizing distractions to keep students engaged during instructional time to include but not limited to:

- The use of the school district Castle and ParentLink software for monitoring, tracking and data analysis to identify problematic areas.
- Alternative to Suspension programs that reinforce positive behavior expectations
- Parent communications that curb negative behaviors
- The use of the student handbook that outlines clear behavioral expectations for both students and staff.

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

Riverdale High School ensures the social-emotional needs of all students are being met within school programs/departments, but are not limited to:

- Student safety departments like Student Services office and the School Resource Officer (SRO)
- Counseling services for both academic needs and social needs by School Counselors
- Student programs and clubs both academic and athletic that encourage feelings of being treated well, a sense of belonging and accepted by peers and adults in the school.
- Social-emotional learning outlets for students by offering a variety of clubs and organizations that encompass student interests, and to allow for students to share and express similarities freely and safely.

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

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 |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| 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

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

Riverdale High School has a variety of parental opportunities for participation. Our goals are to improve parent participation in the variety of organizations and knowledge of how the school provides the best possible academic environment possible. Our Goals for the following groups is either to increase participation in the element of the organization and or use of the variety of school communication processes.

Increase participation in our School Advisory Council through parent /student participation and increase the number of under represented ethnicities and sub-group populations.

Increase the number of individuals by 2% in the following groups/organizations:

Riverdale Raiders Football Boosters

Riverdale Raiders Wrestling Boosters

Riverdale High School Band Boosters

Increase the number of subscribers and to the following:

Riverdale Reads Twitter Account

Riverdale Instagram Account

Riverdale Vine Account

Riverdale High School Website

Parent Link Contact and Announcement Systems

Each of the groups above perform a valuable service to the school through fund raising and active participation in the function of high school. The support provided increases the community involvement with Riverdale High School both current and former students and general community members who understand the commitment the educators have for the students and community it serves. Throughout the year the school advisory committee meets to make decisions about what we are doing, where we are going, how we get there and what our expectations are of the teachers, students and the community. The meetings provide us with information about our community and how we may best serve the student body and enrich the community with both the academic skills needed and the participation of students in the variety of activities from athletic, dance, music, academic input, and etc.

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

Riverdale High School believes in sustaining strong relationships with the school community. The school community consists of all members who connect with providing students an opportunity to grow through teaching and learning. Riverdale provides students with 52 different clubs and sport activities to participate in after school. These activities serve as an ambassador to the school's motto of "Success is a Choice". Through the reach of student organizations the community is aware of the vision of RHS and constantly has opportunities to become involved in the teaching and learning process. Riverdale communicates its daily success though print, digital, and audio media. Parents are aware and participate in Booster Club meetings, School Advisory Council meetings, fundraising opportunities, and competition events. Based on our high attendance and input from community members at Riverdale, we feel that that we are choosing success for the Raider community.

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 |
|-----------------|---------------------|
| Demming, Gerald | Principal |
| Stanford, Laura | Assistant Principal |
| Mathews, Edward | Assistant Principal |
| Roszell, John | Assistant Principal |
| Kirk, Paul | Assistant Principal |
| Budmayr, Traci | Guidance Counselor |
| Roszell, Tom | Other |
| Roszell, Sally | Instructional Coach |

Duties

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

Teachers • Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, FCAT, End of Course Exams, CCE, ACT, SAT and any other standardized test scores, work samples, anecdotal • Attend MTSS Team meetings to collaborate on & monitor students who are struggling • Implement interventions designed by MTSS Team for students in Tier 2 & 3 • Deliver instructional interventions with fidelity

Reading Coach • Attend MTSS Team meetings • Train teachers in interventions, progress monitoring, differentiated instruction • Implement Tier 2 & 3 interventions • Keep progress monitoring notes & anecdotes of interventions implemented • Administer screenings • Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist • Attend MTSS Team meetings for some Tier 2 & Tier 3 students • Completes Communication Skills screening for students unsuccessful with Tier 2 interventions • Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact • Incorporate RtI/MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal • Facilitate implementation of MTSS in your building • Provide or coordinate valuable and continuous professional development • Attend MTSS Team meetings to be active in the MTSS change process • Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist • Often MTSS Team facilitators • Schedule and attend MTSS Team meetings • Maintain log of all students involved in the MTSS process • Send parent invites • Complete necessary MTSS forms • Conduct social-developmental history interviews when requested

School Psychologist • Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3 • Monitor data collection process for fidelity • Review & interpret progress monitoring data • Collaborate with MTSS Team on effective instruction & specific interventions • Incorporate RtI/MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teachers/Staffing Specialist • Consult with MTSS Team regarding Tier 3 interventions • Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD) • Consult with MTSS Team • Provide staff trainings

Social Worker • Attend MTSS Team meetings when requested • Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative • Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork • Conduct language screening and assessments

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

The MTSS Leadership team at Riverdale High School meets on a quarterly and as-needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are listed in section I. D. 2 of this document.

Riverdale High School has limited discretionary funding from Grants. SAI Funding to lower class size for the purpose of remediation. SAC Funds will be used for after-school tutoring which will be blended with available School Advisory Council funds.

Title II Funds along with School Advisory Council Funds will be used to provide training for teachers who need training for:

- Instructional Delivery
- Instructional Improvement
- Advanced Placement Course Training
- International Baccalaurete Training.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Ken Shoriak | Parent |
| Stephanie Martin | Parent |
| Ginger Ribinski | Teacher |
| Debbie Mcewen | Parent |
| Gerald Demming | Principal |
| Lucy Strathman | Parent |
| Erin Nelson | Parent |
| Lynn Bristol | Parent |
| Melissa Bednar | Parent |
| Connie Genewino | Parent |
| Elizabeth Blackwell | Parent |
| Denise Purcell | Parent |
| Sara Feliciano | Parent |
| John Roszell | Education Support Employee |
| Edward Mathews | Education Support Employee |
| | Student |

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

The school advisory council was provided data and the outcomes of the following areas:
Reading, Algebra, Geometry, Biology and U.S. History Percent of students Scoring Level 3 or above
Reading Percent of students making academic gains
Reading percent of LPQ (L25%) making academic gains
Writing students who are meeting the required standards for writing by percent.
Scores for assessments were reviewed along with graduation numbers for the 2014 school year.
Programs which included: training for teachers/instructional personnel, Parent Involvement in school programs and or activities, numbers of students who received the benefit of after-school tutoring.
Number of student volunteer hours accrued.
Review of the school year's highlights.
Challenges for our school to address based upon the outcomes of student assessments, participation, behavior concerns, and community-wide social issues.

Development of this school improvement plan

The Riverdale High School School Improvement Council provides leadership through review and revisions to the plan for the purposes to include parent insight and involvement. The plan is presented and reviewed approval and or revised for approval during the month of September. The community is asked for input throughout the year through the use of Focus Groups and surveys.
In the spring of 2014, a larger community meeting was held to discuss the district strategic plan and input was given by the community through a stakeholder survey that also assisted the school leadership to develop specific elements to either add to or hold on to for the current school improvement plan. With the input of more than 100 community members, the plan reflects the concerns and solutions to current, and possibly future, issues. Students, parents, community and educators face opportunities while serving the needs of students at Riverdale High School.

Preparation of the school's annual budget and plan

Administration and staff reviewed the outcomes from state assessment and student accomplishments. Through the review information was discussed with administration and teachers at Riverdale High School. Through a collaborative process the leadership team reviewed those elements that provided the best outcomes for both individual students and the school as a whole. The School Advisory Council was presented with the findings and recommendations from the instructional and administrative leadership teams. The plan was presented in the September 9th, 2014 School Advisory Council Meeting and accepted fully by the the council in that meeting.

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

We have recommended the use of Funds to include but not be limited to additional counseling hours for our high school counselors during the summer. This will provide students and parents with the needed academic counseling for the purpose of Virtual School learning options, Dual Enrollment and other academic issues that require additional one to one counseling with the student's goals of graduation and post high school employment or education. \$5000.
After-school tutoring for students two days each week. September 2013- April 2014. Two teachers and one media clerk will be working with students during a two-hour session after school on Tuesdays and Thursdays. The estimated cost will be \$10,000. Any additional financial needs will be provided through other school discretionary funds.

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

RHS communicates SAC meetings through the school newsletter, school website, Social Media(Twitter, Instagram, etc.),after-school announcements, athletic event announcements and Parent-link. To comply with the needed involvement of minority and student representation we will make targeted calls and visits. Through our focused outreach we hope to encourage and involve more stakeholders who are of the minority and student category sub-group.

Literacy Leadership Team (LLT)

Membership

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

| Name | Title |
|------------------|---------------------------|
| Demming, Gerald | Principal |
| Kirk, Paul | Assistant Principal |
| Stanford, Laura | Assistant Principal |
| Mathews, Edward | Assistant Principal |
| Roszell, John | Assistant Principal |
| Roszell, Sally | Instructional Coach |
| Budmayr, Traci | Guidance Counselor |
| Wahl, Thomas | Teacher, Career/Technical |
| Moreland, Barara | Administrative Support |
| Ring, April | Administrative Support |
| Sheridan, Kelli | Administrative Support |
| Starr, Joan | Administrative Support |

Duties

Describe how the LLT promotes literacy within the school

1. Ensuring teachers review and evaluate data for the purpose of planning and implementing system goals and or objectives.
2. The use and implementation of instructional methods that engage students during the 84-minute block of instruction.
3. Assistance for all teachers through TIF teachers providing the needed support for academic instruction in the focus on student achievement and student support.
4. Actively involve Professional Learning Community processes while working within the organizational processes.
5. Support the needs of students and opportunities to connect ideas and actions to improvement in learning and processing the actions of teachers and students.
6. Insure the positive relationships between all members of the learning community of Riverdale High School.

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

- a. Weekly meetings with departmental and cross-curricular Professional Learning Communities (PLCs)
- b. Master Schedule which supports a collegial working environment through common planning periods

- c. Collaborative input in school-wide use of common English Language Arts (ELA) standards
- d. Implementation of common learning language through Thinking Maps and Kagan strategies
- e. Development of common assessments to determine mastery of common ELA standards and content area standards
- f. Co-teaching environments with Teacher's Incentive Fund (TIF) Teacher Leaders to support new teachers
- g. Frequent mentor/mentee meetings and collaborative planning sessions for our first-year (APPLES) teachers

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

The school district and school uses the process of online advertising, which is available world-wide, accessing instructional staff also through recruitment with the Great Florida Teach-In and university invitation. The school has a great reputation and as possible we also hire teachers from our local student-teachers who have successfully completed the requirements for certification and are recommended by the instructional personnel.

As part of the retention process, teachers and families are invited to become part of the district in a variety of ways. This include physical fitness, wellness opportunites and a sick leave bank for the purposes of extended illness that employees and or families may face. Riverdale High School extends itself to not only the school employees but also to the community which provides a support to families which in turn provides an true culture of family first and that the school is part of the family.

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

Research indicates a School-Based Induction Program is important and has a positive impact on all aspects of a school. New teachers indicate that the strongest determining factor for staying in the profession is the support and sense of community they experience at their school. Beginning teachers are part of the county-wide program referred to as Accomplished Professional Practices in Lee County Schools (A.P.P.L.E.S.). Teachers are selected to mentor on the basis of the following processes:

1. Clinical Education Training
2. Years of experience
3. Degree of experience
4. Principal recommendation.

The following should be included in your School-Based Induction Program:

School Handbook and Student Code of Conduct

School tour to Meet key personnel

School Culture/Demographics

Resources

Behavior/Classroom Management Process

School Handbook

Vision

Organizational Profile

Acronyms

Special Programs

Curriculum

Student

Technology

Pinnacle

Progress Reports

District Websites

ONCOURSE PLANNER

Assessments – Teacher

Summative Observations
Formative Observations
IPDP/Performance Appraisal
Assessments – Student
District
School
Teacher
Support
Team Meetings
Grade Level Meetings
Department Meetings
Teacher Leader

Providing new teachers with the new teacher program of Accomplished Professional Practices for Lee County Schools (A.P.P.L.E.S.) has provided a structure that includes the general categories listed above. We meet quarterly on a one-to-one basis and quarterly as a group to share concerns, solutions, and explicit understanding of the teacher's responsibilities.

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

The school and the district utilizes both the Florida State Standard described in the instructional plans for each of the core courses and also implements practices found on the C-Palms website. Teachers group for each shared academic area such as Algebra I and Reading by levels. Teachers plan together and discuss implementation of the curricula and uses of the textbook. Professional development is provided to support all teachers across all curricula.

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

Teachers review data on student work and conduct observation of skills used in problem solving. As and or after the teacher observation and or evaluation students are provided instruction using a variety of instructional methods that may include CRISS Strategies, Kagan Structures and etc.

Students are grouped for instruction and re-teaching in needed areas.

The master schedule was developed to address students at a variety of levels including I.B., A.P. College Prep. and etc. Additional materials are used to support student learning and opportunities for students are provided across the curriculum for additional assistance as needed.

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: After School Program

Minutes added to school year: 21,600

From September through May students are offered tutoring after-school two days each week. Tutoring in mathematics and reading are provided by qualified teachers who provide support for students in areas of concern based upon either the State Standardized testing data Reading Assessment and or the End of Course Examination. The support also provides assistance with homework in the subjects of reading and or mathematics.

Strategy Rationale

Students are provided additional assistance in order to thoroughly understand concepts presented in class, receive individual and or one on one instruction and support for learning challenges.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stanford, Laura , laurarst@leeschools.net

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

Results from instruction are measured and analyzed in a variety of ways:

1. Group Examination Data returns
2. Number of students participating in each of the areas (reading and mathematics).
3. Item analysis for individual teachers along with the groupings with include all sub-group populations.
4. Standardized Reading Retakes and and EOC Retake data is analyzed for gains and /or losses. Item analysis to determine what issues may be more challenging. Student learning improvement and belief in themselves indicate an exceptional improvement in student success.

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

Prior to students from the middle school determine their school choices, Riverdale High School presents its program both live as well as through literature available on the school website and within the school. Parents and students are taken on tours of the school in order to assist them in request the school that best meets their needs. Once students are assigned to Riverdale, they are requested to complete their instructional plan for the freshman year. Data is then acquired during the summer and between the requested programs, the availability of the programs to the students based upon pre-requisite needs and student academic levels attained through testing data. Ninth grade students are provided a well-balanced program of academics that in most cases include elective courses of interest for the students. Throughout the year, student progress is charted and document for both parents and teachers in order to ensure that the student's needs are being met.

As each year progresses student data is reviewed and information is used to best meet the needs of the student in order to ensure graduation with the cohort group. During both the senior and junior year, student records are reviewed for:

GPA

Number of Credits towards graduation

Required assessment completion and scores attained

Data as it corresponds to academic progress.

Both Juniors and Seniors who are in jeopardy of graduating on time are met with by administrators to develop a success plan for the student.

During the senior year, students are making determinations as to the student's next steps. Counseling from both the school guidance office and Assistant Principal of Curriculum provides the student and his/her parents/guardians with options for the need to graduate.

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

In courses that are CTE based and or are occupational training which at this time includes Turf Management and Culinary Arts, students are provided insight in the types of classes needed to enhance the current course of study for the student; e.g. Turf Management includes everything from horticulture through golf-course maintenance and design for landscaping. Students are presented with the skills for the training and evaluated on the bases of completing specific tasks within the confines of the training.

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

From anthropology to physics and reading students are provided insight into the relationship between how the course they are in impacts the ability for career choices, opportunities on the career ladder and lifelong learning experiences that provide additional employability skills. Classes that include CTE training provide the student and teacher to explore the current and future occupations that will be possible and the transferable skills learned at the present time will create the next opportunity for learning, e.g. in classes that develop productivity skills such as MS Excel and Word students will understand functions and uses of data bases their relationship to charts and graphs that may be embedded in documents that include programs such as MS PowerPoint, MS Word, and MS Excel. Those skills may lead the student to proficiency and later occupational opportunities in using the transferable skills in web-authoring and or other programs that are developed and used in a variety of occupations.

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

We are providing every student that has not scored well on the PERT assessment the opportunity to improve their score on the PERT test but also on tests such as ACT and or SAT. The courses of Reading C and English 4 College Prep have been tied together in order to improve the student's opportunity to score well enough on ACT/ SAT/ FCAT that the graduation requirement for students who struggle with reading will be assisted throughout the year to meet the needs of the student group and or individual students.

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

Meeting and or exceeding close to 50% of the standards for high school's to compare them-self to the rest of the state, Riverdale High School works diligently towards the goal that every student that graduates will be prepared to meet the needs for the world of higher education, be prepared to participate in the world of work, upon graduation from high school.

The areas of needed improvement based upon the current data available from 2012 graduates tell us

that Riverdale High School students are not successfully entering college with the same number of a level 2 or 3 high school math courses as are their Florida high school cohort group. We must also encourage all of our college bound students to complete the ACT as part of their options. Students with that piece of data was in 2012 more than 3% not having taken the test for entry placement in college. To remedy both areas will take additional counseling and encouragement to take and complete the higher level math classes and or ensure that every student possible takes and completes at least one at least one national assessment (SAT and or ACT).

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.** Riverdale High School students for the 2014-15 school year, will engage in rigorous reading, mathematics, writing, higher order thinking and learning skills across the curriculum to support all content areas, as detailed in the collaborative school-wide curriculum plan.

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. Riverdale High School students for the 2014-15 school year, will engage in rigorous reading, mathematics, writing, higher order thinking and learning skills across the curriculum to support all content areas, as detailed in the collaborative school-wide curriculum plan. 1a

G039331

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 63.0 |
| ELA/Reading Gains | 63.0 |
| AMO Reading - All Students | 68.0 |
| Math Lowest 25% Gains | 71.0 |
| Math Gains | 77.0 |
| AMO Math - All Students | 59.0 |
| Teacher attendance rate | 92.0 |

Resources Available to Support the Goal 2

- Teacher Incentive Fund (TIF) Teacher Leaders
- C-Palms
- Academic Plans
- Performance Matters Software
- Teacher Data Folders
- Professional Development
- OnCourse Lesson Planning Software and Website Software
- Parentlink
- School-wide Curriculum Plan
- APPLES Program
- Professional Learning Communities (PLC)
- SharePoint site

Targeted Barriers to Achieving the Goal 3

- Teacher Buy-In
- Proper Use and Analysis of Student Data
- Time for Professional Development
- Attendance (Student)

Plan to Monitor Progress Toward G1. 8

Test Scores, grades, attendance, and discipline will be reviewed for the purpose of determining needed intervention.

Person Responsible

Paul Kirk

Schedule

Quarterly, from 9/29/2014 to 6/15/2015

Evidence of Completion

Quarterly reports to Administration. Review of reports and behavioral intervention plans completed. Data on: Behavior Referrals, Student attendance issues, academic data from state and local assessments, Early Warning System status, and written summary by quarter to revise and develop strategies to address new and or variations on student needs.

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. Riverdale High School students for the 2014-15 school year, will engage in rigorous reading, mathematics, writing, higher order thinking and learning skills across the curriculum to support all content areas, as detailed in the collaborative school-wide curriculum plan. **1**

 G039331

G1.B1 Teacher Buy-In **2**

 B094727

G1.B1.S1 Awareness **4**

 S105780

Strategy Rationale

Awareness of concerns to be monitored is the first step towards effective instructional processes.

Action Step 1 **5**

Development of content area guides.

Person Responsible

Laura Stanford

Schedule

Annually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Documents in teachers' data folders.

Action Step 2 5

Pull and collate data for each teacher with test scores from local and state assessment..

Person Responsible

Laura Stanford

Schedule

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

Evidence of Completion

Documents in teachers' data folders

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

Content Guides
Data Folders

Person Responsible

Laura Stanford

Schedule

Quarterly, from 8/21/2014 to 5/25/2015

Evidence of Completion

Documents with content guides on Sharepoint. Documents with Data TIF Teachers

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

Additional requests for training.
PLC meeting notes.
Transition in pursuit of additional opportunities for training.


Person Responsible

Schedule

Evidence of Completion

PLC meeting notes posted on Sharepoint.

G1.B1.S2 Support through in-service training, instructional modeling for each subject area and lesson planning groups. 4

 S105781

Strategy Rationale

Through school-wide support for each other will make it possible for all students and school community to succeed.

Action Step 1 5

Training for CCSS.

Training in the uses and application of Kagan Structures and/or CRISS Strategies, questioning and discussion processes.

Person Responsible

Laura Stanford

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC Documentation; Calendared Meeting Dates and Times; Upward movement in test scores; Learning Gains on State Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teacher response to new instructional methods;
Review of Data;
Completion of lesson plans;
Use of curriculum plan as created at Riverdale High School

Person Responsible

Laura Stanford

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Classroom Walk-Throughs; Lesson Plans; Improved Student Scores on CCE's and Assessments; Data requests for additional information; PLC participation by department.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Using data to guide instruction.

Person Responsible

Laura Stanford


Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Lesson plans and Student performance,

G1.B1.S3 Teacher Input 4

 S105782

Strategy Rationale

Involve teachers in the structure of the PLC and implementation of plans and solutions.

Action Step 1 5

Recommendations for changes; Submission of Student samples; Group review process in PLC by Department; Requests for additional training; Brain Storming

Person Responsible

Laura Stanford

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC Logs; Change in attitude towards processes and or software; Student samples

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Three student samples.
Completed Lesson Plans through ONCOURSE.
Teacher involvement with planning and revisions.

Person Responsible

Paul Kirk

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Student samples, lesson plans, and teacher input through PLC documented

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Transitions to new and or different processes for:
instruction,
procedures,
software, and
processes.

Person Responsible

Laura Stanford


Schedule

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


Evidence of Completion

Transition to incorporate the new means and methods: Completion of input process requests. Demonstration of skills during walk-throughs; Material handling; Procedural transitions; Process transitions.

G1.B4 Proper Use and Analysis of Student Data 2

 B094730

G1.B4.S1 Provide training for teachers to pull data from Performance Matters and other sources as appropriate. 4

 S105783

Strategy Rationale

Data will provide all teachers with the needed information for instruction, differentiation, and measures of learning and or improvement.

Action Step 1 5

Data from Performance Matters will be provided to teachers.
Teachers will be trained to collect data on each student.

Person Responsible

Laura Stanford

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Data folders will be provided to teachers as appropriate based upon monthly/quarterly needs. Use of Data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Discuss issues and projects currently underway and or are planned.

Person Responsible

Laura Stanford

Schedule

Quarterly, from 8/21/2014 to 5/29/2015

Evidence of Completion

Meeting Appointments. Data discussed. Plans shared and /or are developed.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Evaluating student learning to the purpose of guiding instruction, targeting remediation/ exceleration strategies as evidenced in the data.

Person Responsible

Laura Stanford


Schedule

Quarterly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Lesson Plans demonstrate greater use of data. Increased student learning. Increased use of data by teachers.

G1.B4.S2 Support from Teacher Incentive Fund (TIF) Teacher Leaders 4

 S105785

Strategy Rationale

TIF teachers are involved with the daily activities of teachers.

Action Step 1 5

Each department and/ or teacher will meet to review data, interpret data and establish action plans for instructional objectives and strategies for instruction.

Person Responsible

Laura Stanford

Schedule

Quarterly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Record of meeting(s); Student performance data; Instructional plans and strategies.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Review lesson plans for differentiate.
Observe instruction.
PLC discussions

Person Responsible

Paul Kirk

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Lesson plans; Teacher walk throughs; PLC meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Data usage during instruction;
Discussion during PLC;
Change in understanding of data and uses to inform instruction;
Student data meetings as appropriate.

Person Responsible

Laura Stanford

Schedule

On 6/1/2015

Evidence of Completion

Calendar of events; Lesson Planning; Data in Lesson plans; Differentiation from data; Walk-through Process.

G1.B6 Time for Professional Development 2

B094733

G1.B6.S1 Creating a flexible schedule to allow for PLC Meeting one or more times a month. 4

S105786

Strategy Rationale

Teachers need to have adequate time to meet as a subject area group as well as through cross-curricular meetings.

Action Step 1 5

Provide teachers with PLC time to best implement the school's goal.

Person Responsible

Gerald Demming

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Flexible schedule. PLC Meetings and attendance.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Meeting Notes posted on SharePoint.

Person Responsible

Laura Stanford

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Meetings agendas and notes posted.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Review meeting notes for input and attendance.

Person Responsible

Laura Stanford


Schedule

Weekly, from 9/1/2014 to 6/1/2015


Evidence of Completion

PLC meeting notes.

G1.B10 Attendance (Student) 2

 B094737

G1.B10.S1 Rewarding Perfect and Improved Attendance. 4

 S105787

Strategy Rationale

Encouraging everyone to step up to maintaining excellence in every classroom

Action Step 1 5

Contact, Counsel, Communicate Concern

Person Responsible

John Roszell

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

School-wide attendance reports

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Student attendance;
Student contact log.

Person Responsible

John Roszell


Schedule

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

Evidence of Completion

Completion calls from Parent Link

G1.B10.S2 Phone calls to absent student's parents after three days of absence 4

 S105788

Strategy Rationale

Encouraging students to get their work done and if there is any needs we can assist with at the time.

Action Step 1 5

Phone contact log completed

Person Responsible

John Roszell

Schedule

On 6/1/2015

Evidence of Completion

Improved attendance; Improved grades; Contact Log completed through parent-link

Plan to Monitor Fidelity of Implementation of G1.B10.S2 6

Check contact logs and
Attendance Data

Person Responsible

Paul Kirk

Schedule

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

Evidence of Completion

Contact Logs completed; Attendance Data showing student attendance improving; Student grades improving.

Plan to Monitor Effectiveness of Implementation of G1.B10.S2 7

Parent Link Call Log and Attendance Reports

Person Responsible

John Roszell


Schedule

Monthly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Completion of log reports

G1.B10.S3 Counsel students on attendance. 4

 S105789

Strategy Rationale

Provides needed supports as we become aware of the need.

Action Step 1 5

From monitored reports the appropriate personnel will be tasked with meeting and counseling with student and or employee. Developing student and staff created strategies to improve student attendance. Providing tutoring services to students after school in order to give students needed skills for success and ability to pass Math End of Course Exams and English/Language Arts.

Person Responsible

John Roszell

Schedule

Monthly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Reports from data, teacher and counseling meetings, and improvement in attendance.

Plan to Monitor Fidelity of Implementation of G1.B10.S3 6

Log of Parent Link contacts

Person Responsible

John Roszell

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Contact Data from Parent Link

Plan to Monitor Effectiveness of Implementation of G1.B10.S3 7

Attendance reviewed for social worker referral;
Discipline reviewed for parent and school intervention;
Academics reviewed both assessments and grades;
Lesson Plan implementation reviewed for rigor;
Walk-Through process for needs within the classroom.

Person Responsible

John Roszell

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Attendance Review Document Discipline Review Documentation Student/Teacher Lesson Plans Weekly Reviewed Report to Administration Walk-through Completion

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 |
|--------------|--|-----------------|-------------------------------|--|------------------------|
| G1.B1.S1.A1 | Development of content area guides. | Stanford, Laura | 8/18/2014 | Documents in teachers' data folders. | 5/29/2015 annually |
| G1.B1.S2.A1 | Training for CCSS. Training in the uses and application of Kagan Structures and/or CRISS Strategies, questioning and discussion processes. | Stanford, Laura | 8/18/2014 | PLC Documentation; Calendared Meeting Dates and Times; Upward movement in test scores; Learning Gains on State Assessments | 5/29/2015 semiannually |
| G1.B1.S3.A1 | Recommendations for changes; Submission of Student samples; Group review process in PLC by Department; Requests for additional training; Brain Storming | Stanford, Laura | 8/18/2014 | PLC Logs; Change in attitude towards processes and or software; Student samples | 5/29/2015 quarterly |
| G1.B4.S1.A1 | Data from Performance Matters will be provided to teachers. Teachers will be trained to collect data on each student. | Stanford, Laura | 8/25/2014 | Data folders will be provided to teachers as appropriate based upon monthly/ quarterly needs. Use of Data | 5/29/2015 quarterly |
| G1.B4.S2.A1 | Each department and/ or teacher will meet to review data, interpret data and establish action plans for instructional objectives and strategies for instruction. | Stanford, Laura | 8/25/2014 | Record of meeting(s); Student performance data; Instructional plans and strategies. | 6/1/2015 quarterly |
| G1.B6.S1.A1 | Provide teachers with PLC time to best implement the school's goal. | Demming, Gerald | 8/25/2014 | Flexible schedule. PLC Meetings and attendance. | 6/1/2015 biweekly |
| G1.B10.S1.A1 | Contact, Counsel, Communicate Concern | Roszell, John | 8/25/2014 | School-wide attendance reports | 6/1/2015 monthly |
| G1.B10.S2.A1 | Phone contact log completed | Roszell, John | 9/22/2014 | Improved attendance; Improved grades; Contact Log completed through parent-link | 6/1/2015 one-time |
| G1.B10.S3.A1 | From monitored reports the appropriate personnel will be tasked with meeting and counseling with student and or employee. Developing student and staff created strategies to improve student attendance. Providing tutoring services | Roszell, John | 9/29/2014 | Reports from data, teacher and counseling meetings, and improvement in attendance. | 6/1/2015 monthly |

Lee - 0591 - Riverdale High School - 2014-15 SIP
Riverdale High School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---------------|---|-----------------|---|---|-----------------------|
| | to students after school in order to give students needed skills for success and ability to pass Math End of Course Exams and English/Language Arts. | | | | |
| G1.B1.S1.A2 | Pull and collate data for each teacher with test scores from local and state assessment.. | Stanford, Laura | 8/18/2014 | Documents in teachers' data folders | 6/1/2015 semiannually |
| G1.MA1 | Test Scores, grades, attendance, and discipline will be reviewed for the purpose of determining needed intervention. | Kirk, Paul | 9/29/2014 | Quarterly reports to Administration. Review of reports and behavioral intervention plans completed. Data on: Behavior Referrals, Student attendance issues, academic data from state and local assessments, Early Warning System status, and written summary by quarter to revise and develop strategies to address new and or variations on student needs. | 6/15/2015 quarterly |
| G1.B1.S1.MA1 | Additional requests for training. PLC meeting notes. Transition in pursuit of additional opportunities for training. | | PLC meeting notes posted on Sharepoint. | once | |
| G1.B1.S1.MA1 | Content Guides Data Folders | Stanford, Laura | 8/21/2014 | Documents with content guides on Sharepoint. Documents with Data TIF Teachers | 5/25/2015 quarterly |
| G1.B4.S1.MA1 | Evaluating student learning to the purpose of guiding instruction, targeting remediation/exceleration strategies as evidenced in the data. | Stanford, Laura | 8/25/2014 | Lesson Plans demonstrate greater use of data. Increased student learning. Increased use of data by teachers. | 6/1/2015 quarterly |
| G1.B4.S1.MA1 | Discuss issues and projects currently underway and or are planned. | Stanford, Laura | 8/21/2014 | Meeting Appointments. Data discussed. Plans shared and /or are developed. | 5/29/2015 quarterly |
| G1.B6.S1.MA1 | Review meeting notes for input and attendance. | Stanford, Laura | 9/1/2014 | PLC meeting notes. | 6/1/2015 weekly |
| G1.B6.S1.MA1 | Meeting Notes posted on SharePoint. | Stanford, Laura | 9/1/2014 | Meetings agendas and notes posted. | 5/29/2015 monthly |
| G1.B10.S1.MA1 | Student attendance; Student contact log. | Roszell, John | 9/1/2014 | Completion calls from Parent Link | 6/1/2015 monthly |
| G1.B1.S2.MA1 | Using data to guide instruction. | Stanford, Laura | 8/25/2014 | Lesson plans and Student performance, | 6/1/2015 monthly |
| G1.B1.S2.MA1 | Teacher response to new instructional methods; Review of Data; Completion of lesson plans; Use of curriculum plan as created at Riverdale High School | Stanford, Laura | 8/25/2014 | Classroom Walk-Throughs; Lesson Plans; Improved Student Scores on CCE's and Assessments; Data requests for additional information; PLC participation by department. | 6/1/2015 weekly |
| G1.B4.S2.MA1 | Data usage during instruction; Discussion during PLC; Change in understanding of data and uses to inform instruction; Student data meetings as appropriate. | Stanford, Laura | 9/1/2014 | Calendar of events; Lesson Planning; Data in Lesson plans; Differentiation from data; Walk-through Process. | 6/1/2015 one-time |
| G1.B4.S2.MA1 | Review lesson plans for differentiate. Observe instruction. PLC discussions | Kirk, Paul | 8/25/2014 | Lesson plans; Teacher walk throughs; PLC meeting notes. | 6/1/2015 biweekly |
| G1.B10.S2.MA1 | Parent Link Call Log and Attendance Reports | Roszell, John | 9/29/2014 | Completion of log reports | 6/1/2015 monthly |
| G1.B10.S2.MA1 | Check contact logs and Attendance Data | Kirk, Paul | 9/1/2014 | Contact Logs completed; Attendance Data showing student attendance improving; Student grades improving. | 6/1/2015 monthly |
| G1.B1.S3.MA1 | Transitions to new and or different processes for: instruction, procedures, software, and processes. | Stanford, Laura | 9/1/2014 | Transition to incorporate the new means and methods: Completion of input process requests. Demonstration of skills during walk-throughs; Material | 6/1/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---------------|---|---------------|-------------------------------|--|--------------------|
| | | | | handling; Procedural transitions; Process transitions. | |
| G1.B1.S3.MA1 | Three student samples. Completed Lesson Plans through ONCOURSE. Teacher involvement with planning and revisions. | Kirk, Paul | 9/1/2014 | Student samples, lesson plans, and teacher input through PLC documented | 6/1/2015 weekly |
| G1.B10.S3.MA1 | Attendance reviewed for social worker referral; Discipline reviewed for parent and school intervention; Academics reviewed both assessments and grades; Lesson Plan implementation reviewed for rigor; Walk-Through process for needs within the classroom. | Roszell, John | 8/25/2014 | Attendance Review Document Discipline Review Documentation Student/Teacher Lesson Plans Weekly Reviewed Report to Administration Walk-through Completion | 6/1/2015 monthly |
| G1.B10.S3.MA1 | Log of Parent Link contacts | Roszell, John | 9/22/2014 | Contact Data from Parent Link | 5/29/2015 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.

G1. Riverdale High School students for the 2014-15 school year, will engage in rigorous reading, mathematics, writing, higher order thinking and learning skills across the curriculum to support all content areas, as detailed in the collaborative school-wide curriculum plan.

G1.B1 Teacher Buy-In

G1.B1.S1 Awareness

PD Opportunity 1

Development of content area guides.

Facilitator

TIF Teachers and APC

Participants

Teachers

Schedule

Annually, from 8/18/2014 to 5/29/2015

PD Opportunity 2

Pull and collate data for each teacher with test scores from local and state assessment..

Facilitator

TIF Teachers and Department Chairs

Participants

Teachers

Schedule

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

G1.B1.S2 Support through in-service training, instructional modeling for each subject area and lesson planning groups.

PD Opportunity 1

Training for CCSS. Training in the uses and application of Kagan Structures and/or CRISS Strategies, questioning and discussion processes.

Facilitator

TIF Teachers and Administration

Participants

All teachers are expected to participate in PLCs through their departments.

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

G1.B1.S3 Teacher Input

PD Opportunity 1

Recommendations for changes; Submission of Student samples; Group review process in PLC by Department; Requests for additional training; Brain Storming

Facilitator

TIF Teachers and Administration

Participants

Teachers

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

G1.B4 Proper Use and Analysis of Student Data

G1.B4.S1 Provide training for teachers to pull data from Performance Matters and other sources as appropriate.

PD Opportunity 1

Data from Performance Matters will be provided to teachers. Teachers will be trained to collect data on each student.

Facilitator

TIF Teachers

Participants

Teacher Administration

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

G1.B4.S2 Support from Teacher Incentive Fund (TIF) Teacher Leaders

PD Opportunity 1

Each department and/ or teacher will meet to review data, interpret data and establish action plans for instructional objectives and strategies for instruction.

Facilitator

TIF Teachers and Department Administration

Participants

TIF Teachers Department Members and Chairs

Schedule

Quarterly, from 8/25/2014 to 6/1/2015

G1.B6 Time for Professional Development

G1.B6.S1 Creating a flexible schedule to allow for PLC Meeting one or more times a month.

PD Opportunity 1

Provide teachers with PLC time to best implement the school's goal.

Facilitator

Administration

Participants

Instructional staff attend meetings.

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

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 |