

Sarasota County Schools

Riverview High School



2016-17 School Improvement Plan

Riverview High School

1 RAM WAY, Sarasota, FL 34231

www.sarasotacountyschools.net/riverview

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p>	<p>2015-16 Title I School</p> <p>No</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>35%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2015-16 Minority Rate (Reported as Non-white on Survey 2)</p> <p>31%</p>

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sarasota 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	6
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	0
Professional Development Opportunities	47
Technical Assistance Items	51
Appendix 3: Budget to Support Goals	0

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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement

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

2. School Environment

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

Riverview High School is a large comprehensive high school that strives to create a welcoming community. At the beginning of the year, Riverview hosts orientations for all students. This gives the students a chance to learn about our school and its culture and climate. It is important to note that all students are required to attend orientation. Our orientation focuses on more than just procedures. We share information about the culture of the school. For teachers and administrators to learn about the students, Riverview focuses on each classroom being a learning community. Riverview encourages teachers to connect with their students and help them develop an atmosphere in the classroom that fosters mutual respect, hard work and a love for learning. Riverview challenges teachers to focus on the affective curriculum as well as the academic curriculum. This allows teachers to learn about the students' cultures and to build strong relationships between teachers and students. In addition, Riverview has a large pre-International Baccalaureate (IB) program for incoming freshman interested in being a part of the IB program. 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. Riverview is also proud of its student mentoring programs. Our various mentoring programs help strengthen the relationship between teacher and student. These relationships are the cornerstone of a successful high school experience. In addition, we added a new course entitled Pre-IB Freshman Inquiry Skills. This course is designed to support freshmen students as they transition to high school. There has also been a new club developed entitled the "Connections Club" which gives students a chance to connect to Riverview.

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

Riverview High School creates a learning environment in which students feel safe and 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 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 assistant principal and guidance counselor for the four years, strong and lasting relationships are created. Riverview High School also has 2 School Resource Officers (SRO) and 4 Campus Security Monitors that assist with the supervision of students. The school's SROs 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. In addition, Riverview has many clubs, activities, and sports available for students. This diversity of clubs gives students many opportunities to participate in activities where they feel respected and valued based on their individual preferences. Also, Riverview values respectful relationships. Students are expected to work in relationships with other students in class. Students use accountable talk in classes which also helps create an environment in classes where students feel honored and respected.

c. 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 has begun using Restorative Strategies as an aid to helping with culture, climate and discipline. Counselors and administrators have begun having restorative conferences as they work with students. In addition, restorative type consequences are being considered versus traditional punitive consequences. Our goal at Riverview is to encourage accountability that emphasizes empathy and repair of harm. Riverview's philosophy of school behavior is that good behavior in schools first starts with a student-centered engaging curriculum. When students are actively engaged in class, teachers have fewer discipline problems. The past few years, the school has focused more on Restorative Strategies. Thanks to a focus on Restorative Strategies, our longitudinal data shows a decrease in the number of discipline incidents at Riverview. Student time on task in the academic environment has also increased and the entire campus is safe and secure. A collaborative planning model is also used to monitor the Multi-Tiered System of Support (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, shared with students through our morning news, and available through the Sarasota County Student Parent Handbook. In addition, our support personnel, including Campus Monitors, attend training at the district level about appropriate ways to work with students and de-escalate problems.

d. 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.

3. 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).

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

Attendance: An assistant principal monitors attendance and provides attendance reports to all counselors, assistant principals, and the School Wide Support team. Counselors and assistant principals meet with students as their attendance concerns grow. We will begin to make attendance

contracts with students. 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: As students increase with the number of referrals, we place the student on SWST and we have parent-teacher conferences. Any student who receives two or more behavior referrals or any student who receives one or more behavior referrals that leads to a suspension. We also make goal sheets and plans to help students who have high numbers of referrals.

Course Failure: We will be running reports of students who have failed an English class or a math class. Assistant Principals and counselors will use this information as they meet with students. 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 or level 2 on a state assessment is identified and has a Reading class. We are also giving teachers the data on these students since these students

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	122	157	161	136	576
One or more suspensions	0	0	0	0	0	0	0	0	0	56	33	19	10	118
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	78	97	36	0	211
	0	0	0	0	0	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	25	15	20	10	70

c. 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, detention, Saturday School) 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.

Counselors and assistant principals also meet with families and make attendance contracts and behavior contracts.

School Wide Support Team (SWST) is used when working with students.

Collaborative Planning teams are using data on students who did not make learning gains and providing additional re-teaching to students to allow the student to successfully pass the EOC or FSA.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Riverview parent involvement is very strong with tremendous support. Our parent involvement helped us earn 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 over 45% of parents attending based on sign-in sheets. There are many active parent support groups including the IB Parent Organization, School Advisory Council (SAC), RHS Foundation, and numerous booster clubs (music, athletics, JROTC) Our student performance data highlights the positive impact that our parent and community relationships have on our school. Riverview's programs and special efforts to engage families are related to strong and consistent improvement in academics. Assistant principals also invite families in as needed to meet with them regarding their student's academic and behavioral progress.

2. 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 the local community at large. We have added to the traditional relationships with businesses, retirees, and private consultants by increasing internships and adjunct teacher appointments. 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 facets of social media including contemporary websites. The Cysis Teen Parent has unique community support including weekly volunteers, business partnerships and grant funding through Children's First and Head Start. Also, Riverview's "Stars to Starfish" Program is an authorized Exploration via EdExplore partnerships. This year we are also working closely with Renee Ladsay with our partnership programs. She is building programs so that we can hopefully earn more money and continue to strengthen our relationships with local businesses. In particular, the program is entitled "Team Up". It allows businesses to "team up" with Riverview High School

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Wachter, Glenn	Assistant Principal
Gilliland, Mark	Assistant Principal
Gallagher, Paul	Assistant Principal
Wilks, Kathy	Assistant Principal
Burns, Paul	Principal
Gionfriddo, Christie	Assistant Principal

b. Duties

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

Accountability for positive outcomes is a shared responsibility for all members of the leadership team. Our school's leadership team is responsible for attending all meetings and professional learning activities. In addition, these individuals are also responsible for sharing and participating in meetings. Our team is extremely strong and knowledgeable. Knowledge and skills determine an individual's role rather than professional title or assignment. Our "larger" school leadership team consists of guidance counselors, teachers, parents, students, ESE and ESOL Liaisons, school psychologist, two social workers, two behavior specialists, an At-Risk Coordinator and a Test Coordinator. From that team, those with the appropriate skill set are chosen to work with students and various initiatives based on the need of the student in a given situation. Assistant Principals work with their assigned departments to align training to ensure district and school initiatives are met. Our At-Risk Coordinator is also responsible for working with our most At-Risk seniors. He leads our Project 10 work. Our Test Coordinator also helps lead our Large Instructional Leadership Team. These members are vital to the work of the school. This year, our counselors are also taking an active role in helping with our school grade. For each of these groups, we gather feedback from them on a regular basis to assist in shared decision making.

2. 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 has instructional and operational priorities that were outlined at the beginning of the year. These priorities were developed based on the current reality of the school. During the summer, the administrative team reviewed all relevant data about the school. Based on this comprehensive and thorough data review, the team developed the instructional and operational priorities. These priorities were reviewed with the school's Instructional Leadership Team and the Department chairs. Both groups were able to give feedback to ensure that the instructional and operational priorities were accurate and relevant. This year, we have also worked on action steps to address some of the areas of academic concern. The assistant principals, department chairs and members of the Instructional Leadership Team have been focused on implementing programs and committing resources to support the school's initiatives.

The entire school uses a collaborative problem solving model for all situations. Data points are being reviewed at set intervals to monitor student progress and to monitor the fidelity of implementation of all the instructional and operational priorities. Riverview uses a systematic 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 school-wide 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 College- STC); Career and Technical Education (CTE) and Job training (Via ESE Transition Employment Specialist and On the Job Training.)

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Paul Burns	Principal
Richard Hicks	Parent
Maggie Jones	Teacher
Helen Magill	Business/Community
Melissa Vagn	Parent
Paul Burns	Teacher
Suzanne Johnson	Teacher
Lisa Russo	Parent
Charmaine Wheeler	Education Support Employee
Kim Bree-Underdahl	Parent
Cindy Urbano	Parent
Barbara Wheatley	Student
Easton Underdahl	Student
Samantha Talmadge	Student
Tim Beattie	Parent
Michael Regnier	Business/Community
Dalton Beattie	Student
Ryan Hicks	Student
Julia Poncelet	Student

b. Duties

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

a. 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. They are also providing us feedback on our academic and operational priorities. Per Florida law also, they approve our A + Monies.

b. Development of this school improvement plan

The administrative team reviews the School Improvement Plan annually. The team uses data as it reviews the plan. Once the team has reviewed all of the relevant data, the team develops a framework for the initial school improvement plan. Before giving the plan to the School Advisory Council, the team thoroughly reviews the preliminary plan with the department chairs and instructional leadership team members. Once this review is complete, the School Advisory Council (SAC) 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's 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.

This year, the school improvement plan also aligns with our action plans to improve the 10 components of the school grade.

c. Preparation of the school's annual budget and plan

In the spring, when the preliminary budgets are distributed by the district, the 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.

We are making this a collaborative process even though the head principal is the final decision maker.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Belli, Kimberly	Teacher, K-12
James, Nina	Teacher, K-12
Miles, Rebecca	Teacher, K-12
DeZutter, Carrie	Teacher, K-12
Ourednik, Frank	Teacher, K-12
Strum, Dena	Teacher, PreK
Wilks, Kathy	Assistant Principal
Altomare, Patricia	Teacher, K-12
Coughlin, Bridget	Teacher, K-12
Detota, Tammy	Teacher, K-12
Fletcher, Valerie	Teacher, K-12
Heintz, Becky	Teacher, K-12
Henson-Dacey, Jackie	Teacher, K-12
Burns, Paul	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Our instructional priorities are aligned with implementation of the Florida State Standards, District and Riverview initiatives. Our LLT collaborates on establishing a professional development calendar. The team has been heavily focused on Accountable Talk this year. In order to develop a thorough and comprehensive plan, the LLT team has reviewed survey feedback and data from the staff about the professional development. Professional development includes but are not limited to: Accountable Talk, using technology with the TEL studio, high-level thinking using Webb's Depth of Knowledge, DI, and explicit use of academic and domain specific vocabulary. In addition the team continues to support literacy through various school-wide reading programs and projects.

D. 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).

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

Riverview High School values collaborative planning and instruction. Teachers meet weekly in a professional learning community (PLC) meeting. This year, our master schedule was built to provide common planning for the following groups: English teachers; math teachers and some social studies teachers. Moreover, this year, Riverview's theme is Teamwork, Unity and Support. Thus, every faculty member was required to attend professional learning on Collaborative Planning and best practices when

meeting with their Collaborative Planning teams or PLCs. The goal of our collaborative planning meetings is to allow teachers to review what they are teaching, plan common formative and summative assessments, discuss the results of these assessments (to monitor student learning), and finally discuss interventions for students and change instruction as needed. The teachers document their weekly collaboration on their lesson plans or a collaborative planning document. They submit the plans to their designated administrator. In addition, the school has a team of instructional leaders (Instructional Leadership Team) that helps develop and guide the professional development for the school. The departments' chairs also meet monthly to discuss instructional initiatives. Department chairpersons, members of the Instructional Leadership Team and the administrators meet with their respective departments to discuss instruction and learning and professional development. These meetings allow other teachers to give feedback as well. These meetings and the "feedback loop" allow the school to build positive relationships between faculty members. Riverview High School also has an extensive IB program. This program requires teachers to meet regularly as a professional learning community to discuss student achievement and curriculum mapping. Finally, review promotes staff functions that encourages communication and relationship-building outside of the classroom.

2. 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. In addition, Principal Eric Jackson attended two teacher recruiting fairs to attract and hire talented teachers. Moreover, the school's leadership is constantly reviewing the resumes it receives. All of the resumes are kept on file and are reviewed for any job openings. Once candidates are selected for an interview, the school's leadership uses very specific questions to be sure that they are hiring candidates who not only possess the required content knowledge, but also candidates who love working with children of all academic and social abilities. Finally, to retain effective teachers, the school has an induction program for new teachers and a rich professional development program for all teachers. The school's leadership also reviews data to be sure that it maintains a relatively low teacher turnover rate. For new teachers, the school has a mentoring program. Our goal this year is also to send an assistant principal to a recruiting fair to help recruit high-quality teachers to Riverview. We did not send anyone last year.

3. 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, Sarasota County Schools 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. Our lead mentor teacher spends time matching the new teacher and the mentor. Our goal is for the mentor teacher to assist the new teacher.

In order for a teacher mentoring program to be successful, 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. S.C.I.P. mentors receive financial compensation for monthly meetings and support to mentees.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

First, to ensure that Riverview's instructional program is aligned to the standards, it is critical to understand the standards themselves. The school's administrative team, department chairs and teachers have begun to re-focus on understanding the standards. Standards-based instruction is part of the academic priorities of Riverview this year. Administrators and department chairs are being challenged to put "understanding the standards" on their agendas.

Sarasota County also provides Instructional Focus Guides for core instructional programs. Weekly lesson plans are monitored and include specific learning targets, essential questions, standards and objectives and the appropriate level of Depth of Knowledge. Materials are aligned and structured around the Florida Standards. In addition, Advanced Placement and International Baccalaureate programs are aligned with national and international standards and practices. Instructional materials and teacher support materials are based on recommendations for various content areas. In addition, PLCs serve as a vehicle for teachers to discuss what they are teaching and how they are the relevant content, standards and skills. Finally, observational feedback from the administrative team to the teachers challenges teachers to be sure their lesson plans and actual classroom instruction is aligned to the standards.

b. Instructional Strategies

1. 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 believes 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 meetings, SWST, CARE, IB 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 student achievement through teaching, learning and assessment. This year, we will also be using the data provided from RAE. We will be leading professional development on how to use the data in the RAE My Sarasota County system. This will be presented at our Snacks N Strats. In addition, this year, our pre-planning week included breakout sessions for ALL faculty to review data on the school grade. This year, we need to continue to focus on USING the data and showing teachers (during PLC time) how to use the data to adjust instruction.

Our Instructional Leadership Team (ILT) supports school-wide literacy efforts. The team designs and delivers professional development and resources that teachers can use to assist all students. After school math tutoring is provided twice a week. Level 1 & 2 students have Algebra I on a block schedule. Our reading department has recently implemented a research based program (Achieve 3000) to differentiate reading levels for students. This program allows students to access the content (taught in class) at their own individual reading level. This program also augments students' reading levels over time.

2. 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

Burns, Paul, paul.burns@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, formative data from classroom assessments, Project 10 data, School Grade Action Step data, Accelerated Coursework data

Strategy: After School Program

Minutes added to school year: 45

Tutoring for students (math tutoring)

Strategy Rationale

Assisting students who struggle in math will help increase proficiency on various math EOCs, SAT, ACT and help ensure students are college and career ready

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wilks, Kathy, kathy.wilks@sarasotacountyschools.net

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

Number of students attending tutoring; Determining if students who attend tutoring are the same students who are struggling in math classes; longitudinal data on various math EOCs, data from formative math classroom assessments.

Strategy: After School Program

Minutes added to school year: 1,620

Tutoring for math students

Strategy Rationale

This allows students who may struggle access to additional time and resources to increase proficiency on the standards and objectives.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. 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).

1. 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 event(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. This year, our ninth grade students are part of a group to help them transition smoothly to Riverview. These groups are: IB students, band/arts students; new Pre-IB inquiry class for other freshmen. These gives students a chance to "belong" to a group at Riverview. The teachers in these various areas work to support academic and behavioral support and to maximize student acclimation to high school. In addition we have various clubs, that students can join to assist them transition to high school

To support students who are transitioning out of Riverview High School, the school's guidance counselor also meets with all seniors and discusses the student's post secondary plans. This year, we also added a College and Career counselor who is working with students as they transition from high school to post-secondary opportunities. This counselor along with the other counselors assist the students with post secondary aspirations including transitioning to the work force, military or higher education. Military recruiters and colleges/universities regularly visit Riverview and its student body to help us support its outgoing cohort of students. We also host College Nights and Financial Aid information night.

b. College and Career Readiness

1. 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. School counselors also provide additional support to students once they begin at Riverview. Each student meets several times annually with his/her 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. The school has an Executive Internship Program that supports students understanding of college and career readiness. Students use this opportunity to deepen their understanding of the content they are learning in the classroom. Moreover, Riverview has an On the Job Training (OJT) program which also increases students' awareness of college and career readiness. These programs are aligned to the objectives outlined in our Career and Technical Education curricula. We have also added some other mentor programs that allow students to have access to post-secondary college and career awareness. We are also going to work with other opportunities such as State of Jobs, manufacturing day, Innovation Station with the University of Florida. IB students and IBCP students also work on the CAS and their Reflective Projects to build community relationships.

In addition, local area jobs are posted and advertised for students. Colleges/universities and military recruiters are also often on campus to highlight their programs.

2. 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 Suncoast Technical College. 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 Education courses, Executive Internships, and Suncoast Technical College 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 pathways (Aquaculture, Early Childhood, Business, Engineering, Technology Education) are carefully delineated to insure that students are able to complete their chosen pathway.

In addition the school recently implemented the IBCP (International Baccalaureate Career Program). Students are building access to high-quality engineering programs.

3. 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. The school also has aquamarine science courses and the Stars to Starfish program which connects elementary school students to high school type investigative learning. Also the school has the ACE engineering program.

Recently the school has also explored working with Innovation Station and the University of Florida to build additional opportunities for students in engineering courses and other various CTE courses.

4. 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

The High School Feedback Report is a critical report for schools to consider as they work to continuously improve. This report from DOE outlines data for the school. We use this data and present it to the following groups to entire school faculty, Instructional Leadership Team; Parent Organization, School Advisory Council, and Department Chairs. Based on these presentations, each group is responsible for providing feedback to identify priority needs for improvement and make improvement strategies. The administrative team is responsible for the final analysis of the reports from each of the groups above. The team can then finalize the recommendations for continuous improvement and monitor the progress throughout the year.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

We continue to perform better than most schools. However, as our demographics continue to fluctuate, we need to increase performance on learning gains, especially on EOCs where we decreased.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The "Whys": Lack of collaboration focused on the 4 essential questions of a PLC; Need to focus on individual student learning and the data; Need to focus on the various 10 components of the school grade.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the end of school year 2016-2017, there will be a minimum of a four percentage point increase for all English Language Arts achievement section of the school grade. This includes 9th and 10th grade students who take the FSA reading test. Our SY 2016 level of proficiency was 66%.
- G2.** By the end of the 2016-2017 school year, there will be a four percent increase in both English Language Arts Learning gains of all students including the lowest 25% of the students.
- G3.** By the end of the school year 2016, there will be a minimum of a two percentage point increase for all students included in the mathematics section of the school grade. Our SY 2016 level of proficiency was 73%. This goal was chosen since it is a graduation requirement.
- G4.** By the end of the 2016-2017 school year, there will be an increase of four percentage points on the mathematics learning gain section and the mathematics learning gain of the lowest 25%
- G5.** US HISTORY EOC Goal: By May 2017, there will be a two percentage increase for students taking the US History EOC. Our SY 2015 level of proficiency was 80%.
- G6.** BIOLOGY GOAL By the year 2017, there will be a minimum of a two percentage point increase for students taking the Biology EOC. Our SY level of proficiency was 74%
- G7.** SUPPORTIVE ENVIRONMENT: For the school year 2016-2017, the percentage of students meeting the requirements outlined in the Student Progression Plan will increase.

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. By the end of school year 2016-2017, there will be a minimum of a four percentage point increase for all English Language Arts achievement section of the school grade. This includes 9th and 10th grade students who take the FSA reading test. Our SY 2016 level of proficiency was 66%. 1a

G081640

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Groups of students who have not achieved proficiency,

Resources Available to Support the Goal 2

- Professional development for all teachers on test specifications and review of data in June 2016
- IFGs
- Achieve 3000 program for struggling readers
- RHS instructional initiatives including accountable talk to deepen students' level of thinking
- Specialized reading classes for students not achieving proficiency
- Literacy Grant for teacher collaboration and progress monitoring
- FSA Boot Camp in September with all new teachers
- In reading classes more than just a focus on "reading". Additional focus on FSA test prep including multiple texts
- Professional development on how to help students who did NOT make learning gains from past school year
- Professional development on understanding and what students should be doing and saying based on standard being taught. Led by Catherine Coccozza.

Plan to Monitor Progress Toward G1. 8

Formative assessment data, Collaboration minutes

Person Responsible

Christie Gionfriddo

Schedule

On 5/31/2016

Evidence of Completion

Formative assessment, Collaboration minutes

G2. By the end of the 2016-2017 school year, there will be a four percent increase in both English Language Arts Learning gains of all students including the lowest 25% of the students. 1a

G082125

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	56.0
ELA/Reading Lowest 25% Gains	39.0

Targeted Barriers to Achieving the Goal 3

- Gaps in reading skills for High School Students; most students in this category are reading well below grade level and are non-proficient on standardized testing
- Lack of Common Assessments and Collaborative Planning (PLC's) for teachers.

Resources Available to Support the Goal 2

- Common Planning Time has been given to teachers of the same grade level. This should help teachers meet and plan collaboratively. Collaborative Planning Sheets are required for teachers to complete and turn into their supervising administrator.
- Achieve 3000 Program for low-level readers that works at their lexile level and at grade level or higher in preparation for standardized testing.
- Professional Development for ELA Teachers in unpacking the standards and planning challenging/engaging lessons
- Students who are non-proficient in standardized testing are placed into remediation (Intensive Reading)
- MTSS Process to support students who are struggling with academics, attendance and/or behavior.
- Weekly School Wide Support Team Meetings (SWST) to discuss at-risk students and attendance/grade concerns.

Plan to Monitor Progress Toward G2. 8

Formative assessment (benchmark data) and Achieve 3000 data will be reviewed to ensure that students are mastering the standards. Feedback from collaborative planning will be monitored also.

Person Responsible

Christie Gionfriddo

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Feedback from formative assessments, Achieve 3000 Data

G3. By the end of the school year 2016, there will be a minimum of a two percentage point increase for all students included in the mathematics section of the school grade. Our SY 2016 level of proficiency was 73%. This goal was chosen since it is a graduation requirement. **1a**

G081642

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	69.0
Geometry EOC Pass Rate	76.0
Algebra II EOC Pass Rate	78.0

Targeted Barriers to Achieving the Goal **3**

- The adoption of a new textbook series along with new standards and end of course assessment has caused the need for teachers to become familiar with new instructional materials while still learning the new Florida Standards and FSA for Algebra 1.

Resources Available to Support the Goal **2**

- Common collaborative planning for Alg 1, Geometry, and Alg 2 teachers to focus on design of lessons and assessments based on student data.
- Professional development - Teachers in Alg 1, Geom, Alg 2 will participate in ongoing professional development beginning with 3 webinars, followed by face to face training focused on use of resource "Design to Align". Ongoing PD will include lesson design, assessment design, and classroom visits to support teacher fidelity in implementing the professional development.
- Alg 1, Alg 2, and Geom teachers will utilize "Design to Align" books to prepare lessons and assessments that align standards to appropriate DOK levels, Mathematical Practices, and assessment/calculator limits, as well as integrating Accountable Talk within lessons.
- Ramp it Up math tutoring every Tues/Thursday after school.
- Use of IXL Math computer program in all Alg 1 classes to remediate skills and provide additional support in learning.
- Intensive Math for students who do not meet proficiency on Alg 1 FSA or EOC.
- MTSS process to support students who are struggling academically, behaviorally, or with attendance.
- Weekly admin/guidance attendance monitoring
- Full year Alg 1A course for students who score level 1 on 8th grade FSA math; blocked Alg 1A/1B course for students who scored level 2 on 8th grade FSA math.
- Liberal Arts course for students who make a D and/or fail the Alg 1 EOC course before taking Geometry.

Plan to Monitor Progress Toward G3. 8

Formative assessment (benchmark data) will be reviewed to ensure that students are mastering the standards. Feedback from collaborative planning will be monitored also.

Person Responsible

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Feedback from formative assessments.

G4. By the end of the 2016-2017 school year, there will be an increase of four percentage points on the mathematics learning gain section and the mathematics learning gain of the lowest 25% 1a

G082126

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	60.0
Math Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal 3

- With the change in math standards over the past couple of years, students who already struggled with skill deficits in math are having even more difficulty meeting proficiency levels on the FSA in Alg 1, Geometry, and Alg 2.

Resources Available to Support the Goal 2

.

Plan to Monitor Progress Toward G4. 8

FSA scores, Benchmark assessments, and course grades will be monitored to determine success of students in Alg 1A/1B courses.

Person Responsible

Alix Giannini

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

FSA reports, Benchmark data, grades from ESD

G5. US HISTORY EOC Goal: By May 2017, there will be a two percentage increase for students taking the US History EOC. Our SY 2015 level of proficiency was 80%. 1a

G081641

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	82.0

Targeted Barriers to Achieving the Goal 3

- Lack of a US History PLC
- Lack of structure for re-teaching and re-assessing

Resources Available to Support the Goal 2

- Professional development - accountable talk and academic and domain specific vocabulary
- Voluntary collaborative planning (Snacks N Strats)
- Instructional Focus Guides - to guide curricular progression
- Peer Coaching
- Professional Development - DBQ's and how to use in the classroom
- Mentor teachers utilized for first year teachers

Plan to Monitor Progress Toward G5. 8

Benchmark data will also be reviewed to see if students are prepared for the EOC

Person Responsible

Mark Gilliland

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Formative assessment data and minutes for PLC , copies of common assessments

G6. BIOLOGY GOAL By the year 2017, there will be a minimum of a two percentage point increase for students taking the Biology EOC. Our SY level of proficiency was 74% **1a**

G081643

Targets Supported **1b**

Indicator	Annual Target
Bio I EOC Pass	76.0

Targeted Barriers to Achieving the Goal **3**

- There has been a lack of common planning time for Biology teachers and the CPT time has not always been used effectively.

Resources Available to Support the Goal **2**

- Highly qualified veteran teachers and staff most of whom are dual certified
- Instructional Focus Guide to organize and direct the curricular implementation
- Master schedule that allows for collaborative planning time among the department
- Highly rigorous textbooks and other supplementary materials available in each classroom
- Numerous professional development opportunities, both on and off site, that address topics ranging from effective collaboration skills to accountable talk strategies.

Plan to Monitor Progress Toward G6. **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

Monthly, from 9/21/2016 to 5/24/2017

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. Problems or concerns will be addressed and alternative strategies will be presented as needed during these meetings.

G7. SUPPORTIVE ENVIRONMENT: For the school year 2016-2017, the percentage of students meeting the requirements outlined in the Student Progression Plan will increase. 1a

G081644

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
Dropout Rate	0.94
One or More Suspensions	125.0
Attendance Below 90%	625.0
School Grade - Percentage of Points Earned	670.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Support the Goal 2

- Regular and Accurate Data Reports, Community Partnerships, Experienced Staff
- Use of Literacy Grant to teachers to review released items to assist with progress monitoring for students

Plan to Monitor Progress Toward G7. 8

Attendance rate, academic grades, discipline referrals, assessment results

Person Responsible

Paul Burns

Schedule

Monthly, from 9/2/2015 to 6/1/2016

Evidence of Completion

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

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

 = Problem Solving Step  S123456 = Quick Key

G1. By the end of school year 2016-2017, there will be a minimum of a four percentage point increase for all English Language Arts achievement section of the school grade. This includes 9th and 10th grade students who take the FSA reading test. Our SY 2016 level of proficiency was 66%. 1

G081640

G1.B1 Groups of students who have not achieved proficiency, 2

B215775

G1.B1.S3 We will use data from the new data management system developed by RAE so that teachers can impact learning gains of students. 4

S228029

Strategy Rationale

Identifying and increasing the level of proficiency for students who are not performing will increase the school's overall performance. These students will also meet a graduation requirement.

Action Step 1 5

We will receive data on our groups of students who have successfully passed assessments. We will also review data from management system on students who have not shown learning gains.

Person Responsible

Nina James

Schedule

Monthly, from 10/1/2016 to 5/31/2017

Evidence of Completion

She will send us the chart with the data.

Action Step 2 5

Admin team will review data and share data with English and Reading teachers.

Person Responsible

Christie Gionfriddo

Schedule

On 5/31/2017

Evidence of Completion

Team will review data. The 9th and 10th grade PLC will review the data and will use formative assessments to increase proficiency. They will also attend relevant professional development.

Action Step 3 5

Department chair and administrator will work with 9th and 10th grade PLC teachers to strengthen collaboration.

Person Responsible

Christie Gionfriddo

Schedule

Monthly, from 9/2/2016 to 5/31/2017

Evidence of Completion

Structure of 10th grade PLC; Meeting minutes of PLC

Action Step 4 5

Teachers will attend PD on accountable talk. This PD will help teachers reach DOK levels 3 and 4 to uncover thinking in content.

Person Responsible

Schedule

Evidence of Completion

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

The admin who supervises the English will meet with the 9th and 10th grade PLC

Person Responsible

Christie Gionfriddo

Schedule

Every 3 Weeks, from 10/1/2016 to 5/31/2017

Evidence of Completion

Formative assessment data, PLC minutes to ensure that rich collaboration is happening.

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

Paul Burns, Principal, will meet with Christie Gionfriddo, AP who supervises English

Person Responsible

Paul Burns

Schedule

Weekly, from 10/1/2016 to 6/1/2017

Evidence of Completion

Conversation; I will ask to review PLC minutes; Lesson plans; I will conduct walkthroughs with Christie

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

Admin and department chair will review the implantation of the action steps to ensure fidelity of implementation

Person Responsible

Paul Burns

Schedule

Biweekly, from 10/1/2016 to 5/31/2017

Evidence of Completion

Minutes from our meetings, updates to the principal, department and PLC meetings

G2. By the end of the 2016-2017 school year, there will be a four percent increase in both English Language Arts Learning gains of all students including the lowest 25% of the students. 1

G082125

G2.B1 Gaps in reading skills for High School Students; most students in this category are reading well below grade level and are non-proficient on standardized testing 2

B218901

G2.B1.S1 Use of Achieve 3000 Reading program to remediate struggling readers. 4

S231306

Strategy Rationale

By using the Achieve 3000 program, in addition to supplementing materials in Intensive Reading classes, students will increase their lexile levels and their endurance for longer and more difficult reading passages in preparation for the ELA FSA. Students throughout the district had success on the program last year, and the FSA practice passages (2 or more articles) will assist students as they prepare for and increase achievement levels on the FSA.

Action Step 1 5

Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards

Person Responsible

Christie Gionfriddo

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson plans, collaborative planning notes

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

Teachers and Administrators/Reading Department Chair will monitor students' progress on the Achieve 3000 program, following lexile placement test.

Person Responsible

Christie Gionfriddo

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Achieve 3000 data (number of articles attempted, quizzes taken, minutes spent on program, etc.)

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

Weekly monitoring of Achieve 3000 Data and Rewarding Top Performers in school daily/weekly (celebrating successes)

Person Responsible

Christie Gionfriddo

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Achieve 3000 Data (time spent on program, quizzes, articles, etc.)

G2.B2 Lack of Common Assessments and Collaborative Planning (PLC's) for teachers. 2

 B218902

G2.B2.S1 Teachers now have common planning time to meet and collaborate with their lessons, Florida State Standards, and prepare formative assessments that model the ELA FSA 4

 S231299

Strategy Rationale

If teachers have common planning time to work together and collaborate, they have the ability to share best practices, students will be exposed to higher order questioning techniques, formative assessments and lesson plans that more closely align with the Florida State Standards

Action Step 1 5

Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards

Person Responsible

Christie Gionfriddo

Schedule

On 5/26/2017

Evidence of Completion

PLC Collaborative Meeting Agendas/Outcomes - turned in weekly to administrator.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observations by administration; lesson plans submitted weekly; collaborative planning notes

Person Responsible

Christie Gionfriddo

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Observations, lesson plans, collaborative planning notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom observations by administration to determine knowledge of standards; teachers will monitor student performance on formative/summative assessments

Person Responsible

Christie Gionfriddo

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom observations, lesson plans, collaborative planning notes

G3. By the end of the school year 2016, there will be a minimum of a two percentage point increase for all students included in the mathematics section of the school grade. Our SY 2016 level of proficiency was 73%. This goal was chosen since it is a graduation requirement. 1

G081642

G3.B1 The adoption of a new textbook series along with new standards and end of course assessment has caused the need for teachers to become familiar with new instructional materials while still learning the new Florida Standards and FSA for Algebra 1. 2

B215782

G3.B1.S1 Teachers will meet during common collaborative planning time to examine Florida Standards, test item specs, and new instructional materials to create lessons and assessments that model the Alg 1, Geometry, and Alg 2 FSA 4

S228032

Strategy Rationale

If teachers are able to work together to become 'experts' in the math standards, test item specs, and textbook materials, students will be exposed to lessons and assessments that better prepare them to be proficient on the Alg 1, Geometry, Alg 2 FSA.

Action Step 1 5

Teachers will meet collaboratively once per week to examine Alg 1, Geometry, Alg 2 Florida Standards, test item specs, and new textbook materials to create lesson plans and assessments

Person Responsible

Kathy Wilks

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson plans, assessments, observation notes

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

Classroom observations by administration; lesson plans submitted weekly; collaborative planning notes submitted weekly

Person Responsible

Kathy Wilks

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

observation notes, lesson plans, collaborative planning notes

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

Classroom observations by administration to determine effective use of new materials and knowledge of standards; teachers will monitor student performance on class assessments

Person Responsible

Kathy Wilks

Schedule

Weekly, from 5/27/2016 to 5/26/2017

Evidence of Completion

Classroom assessments, lesson plans, observaton notes; collaborative planning notes

G4. By the end of the 2016-2017 school year, there will be an increase of four percentage points on the mathematics learning gain section and the mathematics learning gain of the lowest 25% **1**

 G082126

G4.B1 With the change in math standards over the past couple of years, students who already struggled with skill deficits in math are having even more difficulty meeting proficiency levels on the FSA in Alg 1, Geometry, and Alg 2. **2**

 B218298

G4.B1.S1 Students who score level 1 or 2 on the 8th grade math FSA are scheduled into specially designated Alg 1 A sections. **4**

 S230835

Strategy Rationale

If students are given additional time and support to build skills and address deficiencies, they will be more successful on the Alg 1 FSA.

Action Step 1 **5**

Level 1 math students will take year-long Alg 1A course; Level 2 math students will take blocked Alg 1A/1B courses.

Person Responsible

Kathy Wilks

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student schedules; student grades; benchmark assessments.

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

Scheduler will go through rosters to ensure that all level 1 and level 2 math students are placed appropriately.

Person Responsible

Kathy Wilks

Schedule

Daily, from 6/1/2016 to 8/19/2016

Evidence of Completion

FSA reports; Alg 1A rosters

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

Students will be monitored for success in courses

Person Responsible

Alix Giannini

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Counselors will monitor performance of students in courses based on grades and FSA.

G5. US HISTORY EOC Goal: By May 2017, there will be a two percentage increase for students taking the US History EOC. Our SY 2015 level of proficiency was 80%. 1

G081641

G5.B1 Lack of a US History PLC 2

B215779

G5.B1.S1 Teachers who teach US History will meet to develop common formative assessments 4

S228031

Strategy Rationale

Our scores are very good at RHS. To increase the scores even more, teachers will strengthen their PLC with alike planning times. This will allow teachers to learn from each other and put the best practices in place for all students to increase their level of proficiency. Teachers will also be able to share common assessments and address areas for reteaching.

Action Step 1 5

Monitor the structure of a solid, high-performing PLC.

Person Responsible

Mark Gilliland

Schedule

Biweekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

PLC minutes, classroom visits, observation notes, copies of common assessments

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

The head principal will work with each administrator to be sure that their PLCs are high functioning

Person Responsible

Mark Gilliland

Schedule

On 5/31/2016

Evidence of Completion

Face to face meetings, collaborative planning notes, classroom visit notes , copies of common assessments

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Administrative team will monitor the improvement of PLCs

Person Responsible

Mark Gilliland

Schedule

On 5/31/2016

Evidence of Completion

PLC minutes, classroom visits, observation notes

G6. BIOLOGY GOAL By the year 2017, there will be a minimum of a two percentage point increase for students taking the Biology EOC. Our SY level of proficiency was 74% **1**

 G081643

G6.B4 There has been a lack of common planning time for Biology teachers and the CPT time has not always been used effectively. **2**

 B215789

G6.B4.S1 The master schedule for the school has been modified for the current year to allow for collaborative planning time within the department. Professional development related to the skills associated with effective collaboration has been developed and presented to all staff. **4**

 S229756

Strategy Rationale

Effective, data-driven collaboration will allow for the science teachers to employ a group problem solving approach to improving the proficiency rate on our Biology EOC.

Action Step 1 **5**

Through effective collaboration, teams of teachers can develop intervention strategies to assist our 10th grade biology students.

Person Responsible

Glenn Wachter

Schedule

Weekly, from 8/16/2016 to 5/24/2017

Evidence of Completion

Collaborative planning notes and meeting minutes will be collected and reviewed each week. Benchmark assessment results will be reviewed to evaluate CPT effectiveness.

Plan to Monitor Fidelity of Implementation of G6.B4.S1 6

Administration will design and lead professional development related to effective collaboration strategies and this PD program will be presented to all stakeholders.

Person Responsible

Glenn Wachter

Schedule

On 8/16/2016

Evidence of Completion

Sign in sheets will reflect stakeholder attendance at this training program. Informal and formal feedback from all stakeholders will be collected and evaluated to determine program relevance and effectiveness.

Plan to Monitor Fidelity of Implementation of G6.B4.S1 6

Teachers will meet as a collaborative team during planning time on a weekly basis. Administration will attend as many of these meetings as possible and will review the meeting minutes from those that we could not attend. Collaborative planning time will focus on the analysis of student formative assessment data and the re-teaching strategies that are required based on this analysis.

Person Responsible

Glenn Wachter

Schedule

Weekly, from 9/7/2016 to 5/24/2017

Evidence of Completion

Collaborative planning meeting minutes will be collected on a weekly basis. A summary of the formative assessment data that was used during this planning will be included with the minutes. The action plan for re-grouping and re-teaching that was developed as an outcome of this meeting will be collected and reviewed by administration. Feedback will be provided by administration to the collaborative planning team members.

Plan to Monitor Effectiveness of Implementation of G6.B4.S1 7

The benchmark assessments for biology (AP1, mid-term, and AP2) results will be evaluated and compared with the results from the same time during the previous school year.

Person Responsible

Nina James

Schedule

Quarterly, from 10/26/2016 to 5/17/2017

Evidence of Completion

The results from the 2017 benchmark assessments will show an increased level of student proficiency from the same time the past year. This increase will be attributed to effective collaborative planning team work, and the interventions developed by the team.

G7. SUPPORTIVE ENVIRONMENT: For the school year 2016-2017, the percentage of students meeting the requirements outlined in the Student Progression Plan will increase. 1

G081644

G7.B1 The range of our student population and demographics with extreme needs. 2

B215791

G7.B1.S1 Differentiate resources and interventions based on student need. 4

S228034

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

Paul Burns

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

SWST notes, CARE notes, Project 10 minutes, Individual meetings with administrators

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Weekly Meetings: SWST, CARE, Notes from administrative team meetings

Person Responsible

Paul Burns

Schedule

Weekly, from 8/1/2015 to 6/1/2016

Evidence of Completion

Minutes from all meetings.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Minutes from CARE, SWST, Minutes from weekly administrative team meetings

Person Responsible

Paul Burns

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Monthly data analysis to determine effectiveness and need for action.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2015					
G7.B1.S1.MA1 M290992	Weekly Meetings: SWST, CARE, Notes from administrative team meetings	Burns, Paul	8/1/2015	Minutes from all meetings.	6/1/2016 weekly
G7.B1.S1.MA1 M290991	Minutes from CARE, SWST, Minutes from weekly administrative team meetings	Burns, Paul	8/18/2015	Monthly data analysis to determine effectiveness and need for action.	6/1/2016 monthly
G7.B1.S1.A1 A289749	Thorough Data Review of Each Student: Student Data	Burns, Paul	8/18/2015	SWST notes, CARE notes, Project 10 minutes, Individual meetings with administrators	6/1/2016 weekly
G5.B1.S1.MA1 M290983	The head principal will work with each administrator to be sure that their PLCs are high...	Gilliland, Mark	8/24/2015	Face to face meetings, collaborative planning notes, classroom visit notes , copies of common assessments	5/31/2016 one-time
G5.MA1 M290984	Benchmark data will also be reviewed to see if students are prepared for the EOC	Gilliland, Mark	8/31/2015	Formative assessment data and minutes for PLC , copies of common assessments	5/31/2016 monthly
G5.B1.S1.A1 A289743	Monitor the structure of a solid, high-performing PLC.	Gilliland, Mark	8/31/2015	PLC minutes, classroom visits, observation notes, copies of common assessments	5/31/2016 biweekly
G5.B1.S1.MA1 M290982	Administrative team will monitor the improvement of PLCs	Gilliland, Mark	8/31/2015	PLC minutes, classroom visits, observation notes	5/31/2016 one-time
G7.MA1 M290993	Attendance rate, academic grades, discipline referrals, assessment results	Burns, Paul	9/2/2015	Monthly attendance report, weekly referral reports, drop out reports, quarterly progress reports	6/1/2016 monthly
G1.MA1 M290981	Formative assessment data, Collaboration minutes	Gionfriddo, Christie	10/1/2015	Formative assessment, Collaboration minutes	5/31/2016 one-time
2016					
G3.B1.S1.MA1 M290985	Classroom observations by administration to determine effective use of new materials and knowledge...	Wilks, Kathy	5/27/2016	Classroom assessments, lesson plans, observaton notes; collaborative planning notes	5/26/2017 weekly
G4.B1.S1.MA1 M297469	Scheduler will go through rosters to ensure that all level 1 and level 2 math students are placed...	Wilks, Kathy	6/1/2016	FSA reports; Alg 1A rosters	8/19/2016 daily
G6.B4.S1.MA1 M294989	Administration will design and lead professional development related to effective collaboration...	Wachter, Glenn	8/16/2016	Sign in sheets will reflect stakeholder attendance at this training program. Informal and formal feedback from all stakeholders will be collected and evaluated to determine program relevance and effectiveness.	8/16/2016 one-time
G6.B4.S1.A1 A292824	Through effective collaboration, teams of teachers can develop intervention strategies to assist...	Wachter, Glenn	8/16/2016	Collaborative planning notes and meeting minutes will be collected and reviewed each week. Benchmark assessment results will be reviewed to evaluate CPT effectiveness.	5/24/2017 weekly
G2.MA1 M298552	Formative assessment (benchmark data) and Achieve 3000 data will be reviewed to ensure that...	Gionfriddo, Christie	8/22/2016	Feedback from formative assessments, Achieve 3000 Data	5/26/2017 quarterly
G3.MA1 M290987	Formative assessment (benchmark data) will be reviewed to ensure that students are mastering the...		8/22/2016	Feedback from formative assessments.	5/26/2017 monthly
G2.B2.S1.MA1 M298551	Classroom observations by administration to determine knowledge of standards; teachers will monitor...	Gionfriddo, Christie	8/22/2016	Classroom observations, lesson plans, collaborative planning notes	5/26/2017 weekly
G2.B1.S1.A1 A295611	Teachers will meet collaboratively once per week to share best practices and plan lessons that...	Gionfriddo, Christie	8/22/2016	Lesson plans, collaborative planning notes	5/26/2017 weekly

Sarasota - 0181 - Riverview High School - 2016-17 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 A289744	Teachers will meet collaboratively once per week to examine Alg 1, Geometry, Alg 2 Florida...	Wilks, Kathy	8/22/2016	Lesson plans, assessments, observation notes	5/26/2017 weekly
G2.B2.S1.A1 A295596	Teachers will meet collaboratively once per week to share best practices and plan lessons that...	Gionfriddo, Christie	8/22/2016	PLC Collaborative Meeting Agendas/ Outcomes - turned in weekly to administrator.	5/26/2017 one-time
G3.B1.S1.MA1 M290986	Classroom observations by administration; lesson plans submitted weekly; collaborative planning...	Wilks, Kathy	8/22/2016	observation notes, lesson plans, collaborative planning notes	5/26/2017 weekly
G4.B1.S1.MA1 M297470	Students will be monitored for success in courses	Giannini, Alix	8/22/2016	Counselors will monitor performance of students in courses based on grades and FSA.	5/26/2017 daily
G2.B2.S1.MA1 M298550	Classroom observations by administration; lesson plans submitted weekly; collaborative planning...	Gionfriddo, Christie	8/22/2016	Observations, lesson plans, collaborative planning notes	5/26/2017 weekly
G4.B1.S1.A1 A294753	Level 1 math students will take year-long Alg 1A course; Level 2 math students will take blocked...	Wilks, Kathy	8/22/2016	Student schedules; student grades; benchmark assessments.	6/2/2017 daily
G4.MA1 M297473	FSA scores, Benchmark assessments, and course grades will be monitored to determine success of...	Giannini, Alix	8/22/2016	FSA reports, Benchmark data, grades from ESD	6/2/2017 quarterly
G1.B1.S3.A3 A289741	Department chair and administrator will work with 9th and 10th grade PLC teachers to strengthen...	Gionfriddo, Christie	9/2/2016	Structure of 10th grade PLC; Meeting minutes of PLC	5/31/2017 monthly
G2.B1.S1.MA1 M298554	Teachers and Administrators/Reading Department Chair will monitor students' progress on the Achieve...	Gionfriddo, Christie	9/6/2016	Achieve 3000 data (number of articles attempted, quizzes taken, minutes spent on program, etc.)	5/26/2017 weekly
G2.B1.S1.MA1 M298556	Weekly monitoring of Achieve 3000 Data and Rewarding Top Performers in school daily/weekly...	Gionfriddo, Christie	9/6/2016	Achieve 3000 Data (time spent on program, quizzes, articles, etc.)	5/26/2017 weekly
G6.B4.S1.MA1 M294990	Teachers will meet as a collaborative team during planning time on a weekly basis....	Wachter, Glenn	9/7/2016	Collaborative planning meeting minutes will be collected on a weekly basis. A summary of the formative assessment data that was used during this planning will be included with the minutes. The action plan for re-grouping and re-teaching that was developed as an outcome of this meeting will be collected and reviewed by administration. Feedback will be provided by administration to the collaborative planning team members.	5/24/2017 weekly
G6.MA1 M290990	Individual student biology benchmark assessment scores will be reviewed throughout the year....	Wachter, Glenn	9/21/2016	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. Problems or concerns will be addressed and alternative strategies will be presented as needed during these meetings.	5/24/2017 monthly
G1.B1.S3.MA1 M290980	The admin who supervises the English will meet with the 9th and 10th grade PLC	Gionfriddo, Christie	10/1/2016	Formative assessment data, PLC minutes to ensure that rich collaboration is happening.	5/31/2017 every-3-weeks
G1.B1.S3.MA1 M290979	Admin and department chair will review the implantation of the action steps to ensure fidelity of...	Burns, Paul	10/1/2016	Minutes from our meetings, updates to the principal, department and PLC meetings	5/31/2017 biweekly

Sarasota - 0181 - Riverview High School - 2016-17 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
G1.B1.S3.A1 A289739	We will receive data on our groups of students who have successful passed assessments. We will also...	James, Nina	10/1/2016	She will send use us the chart with the data.	5/31/2017 monthly
G1.B1.S3.MA3 M294633	Paul Burns, Principal, will meet with Christie Gionfriddo, AP who supervises English	Burns, Paul	10/1/2016	Conversation; I will ask to review PLC minutes; Lesson plans; I will conduct walkthroughs with Christie	6/1/2017 weekly
G1.B1.S3.A2 A289740	Admin team will review data and share data with English and Reading teachers.	Gionfriddo, Christie	10/2/2016	Team will review data. The 9th and 10th grade PLC will review the data and will use formative assessments to increase proficiency. They will also attend relevant professional development.	5/31/2017 one-time
G1.B1.S3.A4 A289742	Teachers will attend PD on accountable talk. This PD will help teachers reach DOK levels 3 and 4...		No Start Date		No End Date one-time
G6.B4.S1.MA1 M294991	The benchmark assessments for biology (AP1, mid-term, and AP2) results will be evaluated and...	James, Nina	10/26/2016	The results from the 2017 benchmark assessments will show an increased level of student proficiency from the same time the past year. This increase will be attributed to effective collaborative planning team work, and the interventions developed by the team.	5/17/2017 quarterly

V. Professional Development Opportunities

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

G1. By the end of school year 2016-2017, there will be a minimum of a four percentage point increase for all English Language Arts achievement section of the school grade. This includes 9th and 10th grade students who take the FSA reading test. Our SY 2016 level of proficiency was 66%.

G1.B1 Groups of students who have not achieved proficiency,

G1.B1.S3 We will use data from the new data management system developed by RAE so that teachers can impact learning gains of students.

PD Opportunity 1

We will receive data on our groups of students who have successfully passed assessments. We will also review data from management system on students who have not shown learning gains.

Facilitator

Catherine Coccozza and Melissa Barber

Participants

ELA teachers

Schedule

Monthly, from 10/1/2016 to 5/31/2017

PD Opportunity 2

Admin team will review data and share data with English and Reading teachers.

Facilitator

Catherine Coccozza, Christie Gionfriddo, Jim Minor, Nina James

Participants

ELA teachers

Schedule

On 5/31/2017

PD Opportunity 3

Teachers will attend PD on accountable talk. This PD will help teachers reach DOK levels 3 and 4 to uncover thinking in content.

Facilitator

Paul Burns and ILT team

Participants

English teachers

Schedule

G2. By the end of the 2016-2017 school year, there will be a four percent increase in both English Language Arts Learning gains of all students including the lowest 25% of the students.

G2.B1 Gaps in reading skills for High School Students; most students in this category are reading well below grade level and are non-proficient on standardized testing

G2.B1.S1 Use of Achieve 3000 Reading program to remediate struggling readers.

PD Opportunity 1

Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards

Facilitator

Catherine Coccozza, Kamala Abbott, Nina James, Christie Gionfriddo

Participants

All Intensive Reading Teachers at RHS.

Schedule

Weekly, from 8/22/2016 to 5/26/2017

G2.B2 Lack of Common Assessments and Collaborative Planning (PLC's) for teachers.

G2.B2.S1 Teachers now have common planning time to meet and collaborate with their lessons, Florida State Standards, and prepare formative assessments that model the ELA FSA

PD Opportunity 1

Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards

Facilitator

Catherine Coccozza, Nina James, Christie Gionfriddo

Participants

9th/10th Grade ELA Teachers

Schedule

On 5/26/2017

G3. By the end of the school year 2016, there will be a minimum of a two percentage point increase for all students included in the mathematics section of the school grade. Our SY 2016 level of proficiency was 73%. This goal was chosen since it is a graduation requirement.

G3.B1 The adoption of a new textbook series along with new standards and end of course assessment has caused the need for teachers to become familiar with new instructional materials while still learning the new Florida Standards and FSA for Algebra 1.

G3.B1.S1 Teachers will meet during common collaborative planning time to examine Florida Standards, test item specs, and new instructional materials to create lessons and assessments that model the Alg 1, Geometry, and Alg 2 FSA

PD Opportunity 1

Teachers will meet collaboratively once per week to examine Alg 1, Geometry, Alg 2 Florida Standards, test item specs, and new textbook materials to create lesson plans and assessments

Facilitator

Virginia McClain, Jane Brand

Participants

Alg 1, Geometry, Alg 2 teachers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

G6. BIOLOGY GOAL By the year 2017, there will be a minimum of a two percentage point increase for students taking the Biology EOC. Our SY level of proficiency was 74%

G6.B4 There has been a lack of common planning time for Biology teachers and the CPT time has not always been used effectively.

G6.B4.S1 The master schedule for the school has been modified for the current year to allow for collaborative planning time within the department. Professional development related to the skills associated with effective collaboration has been developed and presented to all staff.

PD Opportunity 1

Through effective collaboration, teams of teachers can develop intervention strategies to assist our 10th grade biology students.

Facilitator

Burns/Wachter

Participants

All staff

Schedule

Weekly, from 8/16/2016 to 5/24/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S3.A1	We will receive data on our groups of students who have successful passed assessments. We will also review data from management system on students who have not shown learning gains.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0181 - Riverview High School			\$4,000.00
<i>Notes: Will use subs and will need cost of food</i>						
2	G1.B1.S3.A2	Admin team will review data and share data with English and Reading teachers.				\$0.00
3	G1.B1.S3.A3	Department chair and administrator will work with 9th and 10th grade PLC teachers to strengthen collaboration.				\$0.00
4	G1.B1.S3.A4	Teachers will attend PD on accountable talk. This PD will help teachers reach DOK levels 3 and 4 to uncover thinking in content.				\$0.00
5	G2.B1.S1.A1	Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards				\$0.00
6	G2.B2.S1.A1	Teachers will meet collaboratively once per week to share best practices and plan lessons that align closely with the Florida State Standards				\$0.00
7	G3.B1.S1.A1	Teachers will meet collaboratively once per week to examine Alg 1, Geometry, Alg 2 Florida Standards, test item specs, and new textbook materials to create lesson plans and assessments				\$0.00
8	G4.B1.S1.A1	Level 1 math students will take year-long Alg 1A course; Level 2 math students will take blocked Alg 1A/1B courses.				\$0.00
9	G5.B1.S1.A1	Monitor the structure of a solid, high-performing PLC.				\$0.00
10	G6.B4.S1.A1	Through effective collaboration, teams of teachers can develop intervention strategies to assist our 10th grade biology students.				\$0.00
11	G7.B1.S1.A1	Thorough Data Review of Each Student: Student Data				\$0.00
					Total:	\$4,000.00