

Hillborough County Public Schools

# Riverview High School



2016-17 School Improvement Plan

# Riverview High School

11311 BOYETTE RD, Riverview, FL 33569

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
High School 9-12	No	48%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

## School Grades History

<b>Year</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	B	A*	B	A

*\*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 Hillsborough 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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Riverview High School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Jim Browder</a>	Not In DA - None

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

It is the mission of Riverview High School to prepare all students for a dynamic and diverse society by building knowledge, skills, and character.

##### b. Provide the school's vision statement

The vision of Riverview High School is to develop life-long learners who value themselves and others, contribute to their community, and are productive citizens in our dynamic society,

#### 2. School Environment

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

The school learns about student cultures and builds relationships between teachers and students through; FAST camp, AVID, Open House, Conference Night, Edsby, Parent Link, Remind, PTSA/ school collaboration, Boosters, School Club Day (JAWS), Shark TV, RVHS Shark Twitter, and MySpot, and the school website. In the fall, Riverview High School hosts a College and Career Night. In the spring, the AVID program hosts AVID day. Riverview High School also posts announcements for the community on the marquee in front of the school, and messages for students on the marquee in the cafeteria.

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

Teacher continuously listen to students to address any concerns they may have to ensure that all students feel safe and respected on our campus. Teachers make a great effort in the classrooms to get acquainted with their students, so they can build a trusting relationship. On our campus, we have a guidance department which is always available to speak to students should they ever feel unsafe or disrespected while at school. Our school establishes protocols, routines, and procedures which are put into place to ensure the safety of all students. Our teachers have been trained in being culturally sensitive to eliminate any bias or prejudice among students and staff. Teachers and staff identify those students who may be at-risk and refer them to the trained specialist on our campus. We also have installed security cameras, gates, and an efficient sign-in system to create a secure campus for our students, faculty and staff. Riverview High School also has a full time resource officer on campus at all times.

##### 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

At the start of the school year, teachers set up classroom protocols and climate. In addition, within the first week of school, Student Affairs host orientation assemblies for each grade level. During the assembly, all student behavior expectations, protocols, and regulations are discussed and emphasized.

During pre-planning teachers attend a training focus on school-wide student behavior protocols and

interventions available to them to address student behaviors sponsored through Student Affairs. In addition, teachers stand at their doorway at the beginning of each period. When necessary, teachers conference with students to address behavior issues. If further interventions are necessary, the teacher refers that student to the appropriate Assistant Principal for counseling and behavior interventions. Teacher are also assigned specific duties for the safety of our students during students' arrival, lunch and dismissal.

Students have the responsibility to be in class on time. Students must attend class, and be on time, in order to receive the maximum benefit from instruction. Tardies will be considered an incident only after four or more have accrued within a grading period. HCPS policies dictate that consequences for tardies include only non-suspension consequences.

**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**

We have full time guidance counselors, a full time school psychologist, a part-time social worker, student Success specialist, and an exceptional student education specialist, who work with our students to ensure the social-emotional needs are met.

**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**

**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	92	69	83	101	345
One or more suspensions	0	0	0	0	0	0	0	0	0	109	98	82	85	374
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	83	134	85	119	421
Level 1 on statewide assessment	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	69	76	55	76	276

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment

of SIP goal(s) in curricular, behavioral, and attendance domains.

4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/charts conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - o Implementation and support of PLCs
  - o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
  - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

## 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**

A positive relationship to increase family involvement is accomplish through PTSA, Booster Clubs, SAC, AVID, FAST camp, Open House, four Conference Nights, Edsby, Parent Link, Remind, RVHS Shark Twitter, and MySpot. During conference nights, the media center will be made available for parents to either register for Myspot or learn a more efficient and effective way to navigate the system and synthesize information to allow them to support their child.

**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**

The process that is utilized to build and sustain partnerships with parents and the local community are: An increase in the number of parent members on the School Advisory Council. By working with the PTSA, the administration seeks to increase the number of community members to SAC and the interaction with the local businesses in our community. Riverview High School hosts a conference night midway through each quarter. Riverview High School continues to sponsor the Riverview Chamber of Commerce's annual Trick or Treat Street; American Cancer Society's Annual Relay for Life campaign; the Blood Bank's local drives at least three times a year. PTSA is also working to increase the number of college scholarships offered to our Riverview High School seniors.

**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
Shotwell, Danielle	Principal

**b. Duties**

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

The leadership team includes, for example:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
- ESE teacher
- Department Heads
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Behavior Team Representative or Behavior Specialist/Coach

(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

**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**

At the end and beginning of each year, schools take an inventory of resources, including materials, staff and allocation of funds for their building to determine the necessary resource materials and

personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:

- Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
- Strengthen Tier 1 core instruction by:
  - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
  - o Supporting PLCs with planning and delivering rigorous core instruction.
  - o Ensuring opportunities for common assessments are provided across each grade level.
  - o Reviewing common assessment data to monitor students Response to Core Instruction.
  - o Monitoring the fidelity of instructional practices.

The HCPS Fidelity of MTSS-Rtl Practices Rubric (found on the Rtl icon) will be used to evaluate the schools implementation of MTSS practices. The rubric is broken into 4 domains (Administrative Support, Tier 1 Practices, Tier 2 Practices, and Tier 3 Practices). Each domain has 5-7 items are rated on the scale below:

Not Evident (0) – the PSLT indicates that the school has not implemented/engaged in MTSS practices on an identified item.

Developing (1) – the PSLT indicates that the school has implemented/engaged in MTSS practices but no documented evidence exists to support the specified item.

Operational (2) – The PSLT indicates that the school has implemented/engaged in MTSS practices but the documented evidence and data does align with or support the specified item.

Exemplary (3) – the PSLT indicates that the school has implemented/engaged in MTSS practices and the documented evidence clearly aligns with and supports the specified items

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school, including Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training as applicable.

#### Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.

#### Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

#### Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice

#### Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.

#### Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

#### Title X- Homeless

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

#### Violence Prevention Programs

NA

#### Nutrition Programs

NA

#### Housing Programs

NA

#### Headstart

We utilize information from students in Head Start to transition into Kindergarten.

#### Adult Education

NA

Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Marygrace Farina	Teacher
Danielle Shotwell,	Principal
Denise Rooks	Parent
Charlotte Palmer	Parent
Debbie Moore	Parent
Bob Encinosa	Business/Community
Kim Hall	Teacher
Yolanda Dickey	Teacher
Blake Rathan	Student
Maria Ortiz-Lleras	Parent
Shelley Grable	Parent
Gomez Jorge	Student
Marina Grosclouse	Student
Travis Medling	Teacher
Mariam Duran	Teacher
Alyndria Miller	Teacher
	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*

In partnership with the School Leadership Team, Instructional Leadership Team and SAC, all pertinent school data that affects student achievement will be analyzed and assessed. Furthermore, the progress towards meeting the prior year's school improvement goal(s) will be evaluated. The conclusions from this process will then guide the development of this year's SIP.

*b. Development of this school improvement plan*

In partnership with the School Leadership Team, Instruction Leadership Team, and SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on

the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

The SAC committee will be involved in the generation of the Standard and Non-Standard Waiver approvals and the SAC composition form. In addition members of the SAC will construct in collaboration with the School- Based Leadership Team (SBLT), the SAC budget. The SAC committee will be involved in the adoption of the SIP and in mid-year reflection and report. The SAC committee will be involved in overseeing professional development to aid faculty and staff in maintaining fidelity with maintaining SIP goal.

All the steps that are part of the school improvement plan reflect and relate to the areas of curriculum, instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC committee to do the analyses of these areas. Using data and all components of the school improvement plan, the goals of the SAC committee will be directly tied to student achievement progress.

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

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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

Reading Goals #s: 1.1, 3.1, 3.2, 4.1, and 4.2

To support student reading during PSGs and Independent reading, grant request for battery chargers for Intensive Reading C classes, will be submitted to SAC. \$ 100.00

Reading Goals #s: 1.1, 3.1, 3.2, 4.1, and 4.2

To support the focus on the importance of literacy during Literacy Week at RvHS, a grant request for funds for supplies for Literacy Week activities will be submitted to SAC. \$ 200.00

Reading Goals #s: 1.1, 3.1, 3.2, 4.1, and 4.2

Writing Goals #s 1.1, 1.2  
Algebra Goal #1.2 Geometry Goal 1.2  
Biology Goal 1.2

To support reading and writing instruction within the classroom, replacement bulbs for LCD projectors and/or additional ELMOs/LCD projectors are necessary. \$1000.00

Attendance Goal #1.1  
Suspension Goal #1.1

To maintain the quality of the school website to continue to be used as a communication tool for parents to increase awareness of the quality of education students receive at RvHS. \$ 500.00

Suspension Goal #1.1

Reading Goal #5D

Incentive store (association of incentive system) for ESE students to support individual behavior management programs in numerous self-contained ESE classrooms. \$ 300.00

Reading Goals #s: 1.1, 2.1, 3.1, 3.2, 4.1, and 4.2

Attendance Goal #1

Suspension Goal #1

Algebra Goal #1

Geometry Goal #1

Biology Goal 1.2

School Improvement Coordinator \$1,138.20

Reading Goal # 1.1, 2.1

College Ready and Industry Certification: To encourage students, who have not yet satisfied the college ready or industry certification criteria and to reward students, who have achieved these milestones, college ready/industry certification t-shirts announcing their successes will be distributed to appropriate students. \$1227.80

Reading Goals 1.1, 3.1

3.2, 4.1, and 4.2

Algebra and

Geometry Goal 1.2

To maintain our computer labs for testing, computer lab will be need to be cleaned and updated for maximum usage. \$1,300.00

Attendance Goal 1.1

Suspension Goal 1.1

Poseidon Awards are given every year to students who excel in citizenship, school spirit, and academic excellence. \$ 900.00

Suspension Goal 1.1

Attendance Goal 1.1

To purchase security handheld radio for school site to maintain a high level of communication between administration, faculty, and staff during the school day to facilitate the monitoring of students

to ensure their safety on campus. \$ 300.00

Projected Total \$6966.00

**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
Shotwell, Danielle	Principal

**b. Duties**

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

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include:

- Principal
- Assistant Principal
- Reading Coach/Resource Teacher
- ESE Teacher
- ELL Representative
- Grade Level Representatives

The principal is the LLT (ILT) chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT (ILT) is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.

The LLT (ILT) members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT ILT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

**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**



## Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings

### Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- PLC meetings will be regularly scheduled.

### Essential Characteristics of a PLC

- Shared mission, vision, values, goals
- Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
- Collaborative teams focused on learning
- In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.
- Collective inquiry
- Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
- Action orientation and experimentation
- Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
- Commitment to Continuous improvement
- Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
  - ? Gathering evidence of current levels of student learning
  - ? Developing strategies and ideas to build on strengths and address weaknesses in that learning
  - ? Implementing the strategies and ideas
  - ? Analyzing the impact of the changes to discover what was effective and what was not
  - ? Applying the new knowledge in the next cycle of continuous improvement
- Results orientation
- Educators in a PLC assess their efforts on the basis of tangible results

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

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance and progress up the career ladder. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

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

District based mentors are provided to teachers new to teaching.. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement

## 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**

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at: [http://www.cpalms.org/Standards/Common\\_Core\\_Standards.aspx](http://www.cpalms.org/Standards/Common_Core_Standards.aspx). These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.

The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special education skills.

HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments (as established by the Commissioner) at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: <http://www.sdhc.k12.fl.us/instruction/StudentProgressionPlan/index.asp>.

Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

#### 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**

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.

PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-RtI/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e.iStation, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certifications, Magnet Programs, credit recovery, and extended year programs.

**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:** 6,360

For Instructional Support(FINS) : For the school year 2016 - 2017, tutoring is available Tuesday through Thursday in the Media Center from 3:15 to 4:15. All three tutoring sessions include a study hall; tutoring in reading and writing; assistance with reports/research; and SAT/PERT preparation. In addition, all three days include time for credit recovery and computer certification programming.

### **Strategy Rationale**

If our students have the opportunity for remediation or enrichment, it will benefit our school site community and assist us in reaching our SIP academic goals.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Savino, Denise, [denise.savino@sdhc.k12.fl.us](mailto:denise.savino@sdhc.k12.fl.us)

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

The attendance sheets and the feedback from classroom teachers on the effect the tutoring has on their students in the classroom.

## 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**

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

SEE: HCPS Pupil Progression Plan

Students are programmed & scheduled appropriately through clear communication with feeder schools, utilizing district scheduling guidelines, At-Risk lists, and early warning systems based on a student's need for support.

School based Spring and Summer orientation programs include: elective fairs, school visits, open houses, parent and student information meetings, magnet information sessions and district Career and College Nights.

High Schools hold ongoing articulations between and amongst feeder schools to best assist with the transition into 9th grade, through vertical planning sessions with feeder school departments, ESE, ELL, AVID, and magnet articulation amongst schools.

Hillsborough County Public Schools offers numerous summer camp offerings, including AVID/GAP camps, IB camps, Transition, band and athletic camps.

### 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**

Annually the school will hold elective fairs with present and incoming students. Based on interest, we will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then

articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. School Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

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

Courses and coursework are established in Professional Learning Communities, Advanced Placement, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

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

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

**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**

District-Level

The Career and Technical Education (CTE) Department provides our counselors with the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.

Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
- Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.
- Wings of Imagination – Provides rising 10th grade girls with the opportunity to explore AS degree programs offered through Hillsborough Community College.
- College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC Campuses.

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

School-Level

Students may participate in the following:

- Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and

ACT prep classes and testing dates will be provided to students and parents.

- All juniors will participate in the SAT School-Day. Utilizing test preparation and SAT online to prepare prior to the free SAT opportunities. Other additional free SAT opportunities are available to juniors to take the SAT.
- College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- Hi-TEC Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
- USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
- Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- Senior Night - All seniors and their parents are encouraged to attend senior night, where they receive the senior handbook and counselors share valuable information about the senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night - Juniors and their parents are presented with important information about postsecondary planning, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Through the AVID program, students are engaged in on-going college readiness activities.
- College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.
- Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
- Pasos al Futuro- The district offers several Pasos al Futuro events throughout the school year for English Language Learners and Spanish speaking families by facilitating a comprehensive presentation that intends to demystify the college planning, admission and financial aid process for students and their families.
- Guidmii- is a web-based academic planning tool available for middle and high school students. The Guidmii platform enables secondary students and parents to develop a roadmap to college and career readiness. Students and parents can view the student's academic options, track high school graduation requirements, obtain information regarding Bright Futures, scholarships, and college admissions information.

## 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.

### **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.

### **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

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

## Strategic Goals Summary

- G1.** By creating a supportive and welcoming learning environment, Riverview High School's student attendance rate will increase.
  
- G2.** Reading and writing skills will be used daily in all curriculums with a focus on applying content knowledge which will be evident in an increase of student achievement.

## Strategic Goals Detail

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

**G1.** By creating a supportive and welcoming learning environment, Riverview High School's student attendance rate will increase. 1a

G081169

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	94.5

**Targeted Barriers to Achieving the Goal** 3

- Student behaviors lead to suspensions and a decrease in student attendance.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- school culture
- professional development
- leadership
- 

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

An increase in our attendance rate as noted in our attendance reports

**Person Responsible**

Denise Savino

**Schedule**

Quarterly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

Attendance reports

**G2.** Reading and writing skills will be used daily in all curriculums with a focus on applying content knowledge which will be evident in an increase of student achievement. **1a**

G081170

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

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	44.0

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

- Teacher buy-in
- The ability of ILT’s recommendations to be realized in the classroom.
- Not enough opportunities for embedded site professional development

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- ILT support the work of PLCs
- Reading Coach will provide a reading strategies and site professional development for teachers
- TTD will provide teacher support and site professional development

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

Development of Teacher Instructional practices to positively affect student achievement as noted in ILT, PLC logs and TTD records.

**Person Responsible**

Denise Savino

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

Student samples and teacher/PLC feedback on implemented instructional practices as noted in ILT, PLC logs. and TTD records.

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** By creating a supportive and welcoming learning environment, Riverview High School's student attendance rate will increase. 1

G081169

**G1.B1** Student behaviors lead to suspensions and a decrease in student attendance. 2

B214369

**G1.B1.S1** Administration and faculty will encourage positive reinforcement and rewards for positive behavior. 4

S226569

### Strategy Rationale

Administration and faculty will encourage positive behavior and build enthusiasm on our school campus to improve students' behaviors.

### Action Step 1 5

To support positive behaviors and school spirit, the Poseidon Awards will be held to recognize students, who excel in citizenship, school spirit, and academic excellence during the school year.

#### Person Responsible

Denise Savino

#### Schedule

On 5/31/2017

#### Evidence of Completion

The Poseidon Awards' program and candidate nomination form submissions

### Action Step 2 5

To support positive behavior and school spirit at our school site, the administration and faculty will maintain school based behavior management programs.

#### Person Responsible

Danielle Shotwell

#### Schedule

Daily, from 10/3/2015 to 5/29/2016

#### Evidence of Completion

The number of students receiving positive reinforcement. In addition to an increase in the attendance rate and a decrease in the referral rate.

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

Number of referrals and attendance rate.

**Person Responsible**

Danielle Shotwell

**Schedule**

Quarterly, from 9/30/2016 to 5/31/2017

***Evidence of Completion***

An increase in the attendance rate and a decrease in the referral rate.

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

An increase in the attendance rate and a decrease in the referral rate.

**Person Responsible**

Danielle Shotwell

**Schedule**

Quarterly, from 9/30/2016 to 5/26/2017

***Evidence of Completion***

Number of referrals and attendance rate.

**G2.** Reading and writing skills will be used daily in all curriculums with a focus on applying content knowledge which will be evident in an increase of student achievement. 1

G081170

**G2.B1** Teacher buy-in 2

B214371

**G2.B1.S1** Instructional Leadership Team members will continue to employ county protocols and other research based protocols to analyze student work, discover trends, and note student progress resulting in recommendations to PLCs at school site. 4

S226572

### Strategy Rationale

The Instructional Leadership Team members needs to continue to employ both county and other research based protocols to develop instructional practices of our faculty to positively affect student achievement.

### Action Step 1 5

ILT will continue to use the county protocols and implement research based Creative Conversations discussion organization methods to problem-solve and develop teachers' instructional practices to positively affect student achievement.

#### Person Responsible

MaryGrace Farina

#### Schedule

Monthly, from 9/1/2016 to 5/31/2017

#### Evidence of Completion

ILT logs

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

ILT minutes will note results of ILT analysis and recommendations to PLCs at school site and the results of the recommendations as noted in PLC logs.

#### Person Responsible

Denise Savino

#### Schedule

Monthly, from 9/1/2016 to 5/31/2017

#### Evidence of Completion

ILT Logs

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

The outcomes of the ILT recommendations reflected in student work as noted in PLC logs.

**Person Responsible**

Denise Savino

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

ILT logs



**G2.B1.S2** The MTSS committee will include cross-disciplinary teacher representative and use the problem-solving process for school-wide data-based decision making 4

S226574

### **Strategy Rationale**

To address the needs of Tier 3 students, the MTSS must make recommendation to faculty resulting from the MTSS problem-solving process.

### **Action Step 1** 5

School-wide training on MTSS

#### **Person Responsible**

Denise Savino

#### **Schedule**

On 5/31/2017

#### **Evidence of Completion**

Accurate submission of intervention and progress monitoring documentation to MTSS

### **Action Step 2** 5

MTSS committee will identify students in need of interventions and communicate these needs to teachers through PLCs for intervention planning and progress monitoring.

#### **Person Responsible**

Denise Savino

#### **Schedule**

Monthly, from 9/1/2016 to 5/31/2017

#### **Evidence of Completion**

MTSS paperwork

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

PLC members will engage in targeted instructional planning

**Person Responsible**

Denise Savino

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

PLC logs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

The effectiveness of the targeted instructional practices

**Person Responsible**

Denise Savino

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

: PLC and MTSS logs

**G2.B2** The ability of ILT's recommendations to be realized in the classroom. 2

B214372

**G2.B2.S1** Instructional Leadership Team (ILT) will meet monthly. 4

S226576

**Strategy Rationale**

ILT needs to meet on a regular basis to be effective at school site.

**Action Step 1** 5

Instructional Leadership Team logs will chronicle the actions of the team.

**Person Responsible**

MaryGrace Farina

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

The accuracy of the logs

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

The accuracy and completion of Logs

**Person Responsible**

Danielle Shotwell

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

The accuracy of the logs

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

The accuracy and completion of logs

**Person Responsible**

Danielle Shotwell

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

The accuracy of the logs

**G2.B2.S2** The Professional Learning Communities will meet at least monthly, and PLC leaders will attend site PLC trainings. 4

 S226577

**Strategy Rationale**

PLCs need to meet on a regular basis and be effectively trained influence instructional practices to positively affect student achievement.

**Action Step 1** 5

Professional Learning Communities will meet by grade level or content to discuss curriculum and other academic focus as agreed upon by its members.

**Person Responsible**

Denise Savino

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

PLC logs

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

PLCs will use PLC logs to record PLC activities

**Person Responsible**

Denise Savino

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

The completion of PLC logs

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

PLCs will use PLC to record PLC activities

**Person Responsible**

Denise Savino

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

The completion of PLC Logs

**G2.B3** Not enough opportunities for embedded site professional development **2**

 B214373

**G2.B3.S1** With the implementation of TTDs services at the school site, there will be an increased opportunity for job embedded site professional development. **4**

 S226578

**Strategy Rationale**

When teachers receive increased support to further develop their instructional practices, it has a positive affect on student achievement.

**Action Step 1** **5**

The TTDs will work with the faculty in small group, whole group, or individually to bring more opportunities for job embedded professional development.

**Person Responsible**

Denise Savino

**Schedule**

Daily, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

Student Samples

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** **6**

The TTDs will keep a record of the job embedded professional development.

**Person Responsible**

Denise Savino

**Schedule**

Daily, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

Teacher attendance sheet

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

The effectiveness of instructional practices on student achievement

**Person Responsible**

Denise Savino



















**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

Teacher feedback on the effect of student learning as noted in TTD's records.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2015</b>					
G1.B1.S1.A2  A287459	To support positive behavior and school spirit at our school site, the administration and faculty...	Shotwell, Danielle	10/3/2015	The number of students receiving positive reinforcement. In addition to an increase in the attendance rate and a decrease in the referral rate.	5/29/2016 daily
<b>2016</b>					
G1.B1.S1.A1  A287458	To support positive behaviors and school spirit, the Poseidon Awards will be held to recognize...	Savino, Denise	4/1/2016	The Poseidon Awards' program and candidate nomination form submissions	5/31/2017 one-time
G2.B2.S1.MA1  M287675	The accuracy and completion of logs	Shotwell, Danielle	9/1/2016	The accuracy of the logs	5/31/2017 monthly
G2.B2.S2.MA1  M287678	PLCs will use PLC logs to record PLC activities	Savino, Denise	9/1/2016	The completion of PLC logs	5/31/2017 monthly
G1.MA1  M287666	An increase in our attendance rate as noted in our attendance reports	Savino, Denise	9/1/2016	Attendance reports	5/31/2017 quarterly
G2.MA1  M287681	Development of Teacher Instructional practices to positively affect student achievement as noted in...	Savino, Denise	9/1/2016	Student samples and teacher/PLC feedback on implemented instructional practices as noted in ILT, PLC logs. and TTD records.	5/31/2017 monthly
G2.B1.S1.MA1  M287667	The outcomes of the ILT recommendations reflected in student work as noted in PLC logs.	Savino, Denise	9/1/2016	ILT logs	5/31/2017 monthly
G2.B1.S1.MA1  M287668	ILT minutes will note results of ILT analysis and recommendations to PLCs at school site and the...	Savino, Denise	9/1/2016	ILT Logs	5/31/2017 monthly
G2.B1.S1.A1  A287461	ILT will continue to use the county protocols and implement research based Creative Conversations...	Farina, MaryGrace	9/1/2016	ILT logs	5/31/2017 monthly
G2.B2.S2.A1  A287467	Professional Learning Communities will meet by grade level or content to discuss curriculum and...	Savino, Denise	9/1/2016	PLC logs	5/31/2017 monthly
G2.B2.S1.MA1  M287676	The accuracy and completion of Logs	Shotwell, Danielle	9/1/2016	The accuracy of the logs	5/31/2017 monthly
G2.B2.S2.MA1  M287677	PLCs will use PLC to record PLC activities	Savino, Denise	9/1/2016	The completion of PLC Logs	5/31/2017 monthly
G2.B3.S1.MA1  M287679	The effectiveness of instructional practices on student achievement	Savino, Denise	9/1/2016	Teacher feedback on the effect of student learning as noted in TTD's records.	5/31/2017 monthly
G2.B3.S1.MA1  M287680	The TTDs will keep a record of the job embedded professional development.	Savino, Denise	9/1/2016	Teacher attendance sheet	5/31/2017 daily
G2.B3.S1.A1  A287468	The TTDs will work with the faculty in small group, whole group, or individually to bring more...	Savino, Denise	9/1/2016	Student Samples	5/31/2017 daily
G2.B1.S2.MA1  M287671	The effectiveness of the targeted instructional practices	Savino, Denise	9/1/2016	: PLC and MTSS logs	5/31/2017 monthly
G2.B1.S2.MA1  M287672	PLC members will engage in targeted instructional planning	Savino, Denise	9/1/2016	PLC logs	5/31/2017 monthly
G2.B1.S2.A1  A287463	School-wide training on MTSS	Savino, Denise	9/1/2016	Accurate submission of intervention and progress monitoring documentation to MTSS	5/31/2017 one-time



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A2 A287464	MTSS committee will identify students in need of interventions and communicate these needs to...	Savino, Denise	9/1/2016	MTSS paperwork	5/31/2017 monthly
G2.B2.S1.A1 A287466	Instructional Leadership Team logs will chronicle the actions of the team.	Farina, MaryGrace	9/1/2016	The accuracy of the logs	5/31/2017 monthly
G1.B1.S1.MA1 M287662	An increase in the attendance rate and a decrease in the referral rate.	Shotwell, Danielle	9/30/2016	Number of referrals and attendance rate.	5/26/2017 quarterly
G1.B1.S1.MA1 M287663	Number of referrals and attendance rate.	Shotwell, Danielle	9/30/2016	An increase in the attendance rate and a decrease in the referral rate.	5/31/2017 quarterly

## V. Professional Development Opportunities

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

**G2.** Reading and writing skills will be used daily in all curriculums with a focus on applying content knowledge which will be evident in an increase of student achievement.

### **G2.B1** Teacher buy-in

**G2.B1.S1** Instructional Leadership Team members will continue to employ county protocols and other research based protocols to analyze student work, discover trends, and note student progress resulting in recommendations to PLCs at school site.

#### **PD Opportunity 1**

ILT will continue to use the county protocols and implement research based Creative Conversations discussion organization methods to problem-solve and develop teachers' instructional practices to positively affect student achievement.

##### **Facilitator**

ILT facilitator

##### **Participants**

ILT Members

##### **Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**G2.B1.S2** The MTSS committee will include cross-disciplinary teacher representative and use the problem -solving process for school-wide data -based decision making

#### **PD Opportunity 1**

School-wide training on MTSS

##### **Facilitator**

Cheryl Gelley and Mr. Spiro

##### **Participants**

Faculty

##### **Schedule**

On 5/31/2017

**G2.B2** The ability of ILT's recommendations to be realized in the classroom.

**G2.B2.S1** Instructional Leadership Team (ILT) will meet monthly.

**PD Opportunity 1**

Instructional Leadership Team logs will chronicle the actions of the team.

**Facilitator**

Denise Savino, APC

**Participants**

Instructional Leadership Team Members

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

**G2.B2.S2** The Professional Learning Communities will meet at least monthly, and PLC leaders will attend site PLC trainings.

**PD Opportunity 1**

Professional Learning Communities will meet by grade level or content to discuss curriculum and other academic focus as agreed upon by its members.

**Facilitator**

PLC level or content area leader

**Participants**

PLC members

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

## VI. Technical Assistance Items

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

**G2.** Reading and writing skills will be used daily in all curriculums with a focus on applying content knowledge which will be evident in an increase of student achievement.

### **G2.B1** Teacher buy-in

**G2.B1.S2** The MTSS committee will include cross-disciplinary teacher representative and use the problem -solving process for school-wide data -based decision making

#### **TA Opportunity 1**

MTSS committee will identify students in need of interventions and communicate these needs to teachers through PLCs for intervention planning and progress monitoring.

#### **Facilitator**

#### **Participants**

#### **Schedule**

Monthly, from 9/1/2016 to 5/31/2017