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Riverview High School

11311 BOYETTE RD, Riverview, FL 33569

[no web address on file]

Demographics

Principal: Danielle Shotwell

Start Date for this Principal: 8/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: B 2015-16: B 2014-15: A 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

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,

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Shotwell, Danielle	Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	634	643	657	659	2593
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	73	113	111	148	445
One or more suspensions	0	0	0	0	0	0	0	0	0	22	32	29	20	103
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	120	156	127	103	506
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	114	113	102	79	408

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	43	66	53	50	212

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

150

Date this data was collected or last updated

Tuesday 9/24/2019

Prior Year - As Reported

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	98	66	90	96	350
One or more suspensions	0	0	0	0	0	0	0	0	0	82	95	88	77	342
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	85	105	96	123	409
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	114	111	116	86	427

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	104	94	94	86	378

Prior Year - Updated

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	98	66	90	96	350
One or more suspensions	0	0	0	0	0	0	0	0	0	82	95	88	77	342
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	85	105	96	123	409
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	114	111	116	86	427

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	104	94	94	86	378

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	56%	56%	56%	54%	56%
ELA Learning Gains	53%	54%	51%	58%	53%	53%
ELA Lowest 25th Percentile	44%	41%	42%	50%	43%	44%
Math Achievement	57%	49%	51%	51%	48%	51%
Math Learning Gains	56%	48%	48%	57%	49%	48%
Math Lowest 25th Percentile	43%	45%	45%	42%	45%	45%
Science Achievement	84%	69%	68%	64%	65%	67%
Social Studies Achievement	77%	75%	73%	77%	73%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	634 (0)	643 (0)	657 (0)	659 (0)	2593 (0)
Attendance below 90 percent	73 (98)	113 (66)	111 (90)	148 (96)	445 (350)
One or more suspensions	22 (82)	32 (95)	29 (88)	20 (77)	103 (342)
Course failure in ELA or Math	120 (85)	156 (105)	127 (96)	103 (123)	506 (409)
Level 1 on statewide assessment	114 (114)	113 (111)	102 (116)	79 (86)	408 (427)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	57%	55%	2%	55%	2%
	2018	57%	53%	4%	53%	4%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	56%	53%	3%	53%	3%
	2018	55%	52%	3%	53%	2%
Same Grade Comparison		1%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	66%	15%	67%	14%
2018	63%	62%	1%	65%	-2%
Compare		18%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	73%	2%	70%	5%
2018	76%	70%	6%	68%	8%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	63%	-14%	61%	-12%
2018	41%	63%	-22%	62%	-21%
Compare		8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	57%	2%	57%	2%
2018	54%	56%	-2%	56%	-2%
Compare		5%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	36	36	33	46	39	53	46		88	18
ELL	16	40	37	34	53	53	64	37		89	51
ASN	63	53		76	53		92	85		100	70
BLK	41	42	39	42	49	42	75	66		91	31

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	52	52	44	53	54	41	82	74		92	53
MUL	65	56		67	71		91	87		97	34
WHT	70	58	48	68	60	45	87	84		93	56
FRL	47	50	44	47	50	44	79	67		91	38

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	43	41	28	46	36	28	51		71	13
ELL	19	51	61	37	43	21	35	39		84	58
ASN	63	59		60	53		70	78			
BLK	43	50	40	33	51	33	49	66		93	32
HSP	50	57	56	49	58	42	60	74		87	59
MUL	60	61		79	68		64	95		100	43
WHT	66	62	45	59	57	47	73	83		91	58
FRL	43	52	49	45	51	35	53	68		89	45

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	682
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data**Students With Disabilities**

Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	49
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English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The lowest 25th percentile in ELA showed the lowest performance, down from 50% last year to 44% this year.

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

One area of decline was in ELA learning gains from 58% last year to 53% this year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The greatest gap between the state and the school average was a negative 12% with Algebra EOC. This could be contributed to the fact that many students take Algebra in 8th grade and the only 9th grade students taking the Algebra EOC are struggling math students.

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

Biology EOC showed the most improvement. The actions completed were a collaboration between reading teachers and biology teachers. The reading teachers used Biology content in their classes before the students saw the content in their biology class.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One potential area of concern is with the lowest 25th percentile in both Math and ELA. Strategies need to be put in place to ensure the achievement gap is closing.

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

1. Increasing the Bottom 25th percentile in ELA
2. Increasing the Bottom 25th percentile in Math
3. Maintaining Biology EOC growth
4. Increase Algebra EOC growth
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title Science and History achievement supported through reading classes.
Rationale With students' reading skills being an obstacle in history and science, by embedding reading skills in science content will increase student achievement in the content areas.

State the measureable outcome the school plans to achieve Support of content area curriculum within reading classes by embedding literacy strategies into the science and history curriculum will allow an increase of 2% over the 84% (Biology) and 2% over the 75% (History) growth from last year.

Person responsible for monitoring outcome Jill Horner (jill.horner@sdhc.k12.fl.us)

Evidence-based Strategy Through the actions of reading and science PLC's, literacy strategies will be used on science and history content to assist students in comprehension. One such strategy will be hashtag summaries to allow active reading by students and better understanding of concepts. Other strategies will include WICOR strategies (writing, inquiry, collaboration, organization, and reading) from the AVID curriculum to ensure reading, writing, and speaking standards are met.

Rationale for Evidence-based Strategy The rationale for selecting these strategies came from the Reading PLC where they included the hashtag summaries in a pre and post test situation. The actual strategy is explained in the ASCD website and explains that it gives students a purpose for their reading and activates the metacognition they need to understand their reading. AVID strategies are included from WICOR Wednesday's school-wide.

Action Step

Description

1. Reading and Biology PLC's collaborate
2. Reading classes introduce topics by using science content texts
3. Students are given and use reading strategies across content areas
4. Reading classes introduce topics by using history content texts
5. AVID WICOR strategies will be used in all content areas

Person Responsible Jill Horner (jill.horner@sdhc.k12.fl.us)

#2

Title Lowest 25th percentile achievement supported with embedded professional development.

Rationale The Instructional Leadership Team (ILT) and Teacher Talent Developers (TTD) will provide ongoing professional development to all staff by concentrating on checks for understanding, analyzing student work, and differentiating instruction. In addition to this, there will be department wide professional development through department heads.

State the measureable outcome the school plans to achieve Through the implementation of action steps initiated by ILT and TTD's, all teachers' instructional practices will further develop affecting positive student achievement. The goal is to increase the 25th percentile ELA learning gains and math learning gains by 2% or 46% and 45% respectively.

Person responsible for monitoring outcome Jill Horner (jill.horner@sdhc.k12.fl.us)

Evidence-based Strategy Teachers will work with coaches and TTD's on ASW (Analyzing Student Work), a formative assessment tool from the Framework for Teaching. This tool provides insight for teachers to drive their instruction according to students who are below the standard, meeting the standard, or exceeding the standard. The strategy includes checks for understanding and differentiating instruction.

Rationale for Evidence-based Strategy The Analysis of Student work strategy comes from the research by the Framework for Teaching. It is a tool that allows teachers to first, know which students are grasping the standards and second, to what level.

Action Step

Description

1. School-wide professional development on Differentiated Instruction.
2. ILT members, coach, and TTD's work with individual teachers on ASW's and ILT and DHs organize content-specific support through departmental professional development and walkthroughs.
3. Teachers drive instruction and differentiate according to data collected.
4. Learning walks with all content area teachers
5. Tiered lesson plans used for differentiation.

Person Responsible Jill Horner (jill.horner@sdhc.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

PFEP Link

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

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at:
<http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days

Middle school students visit, tutor and or perform at elementary schools
High school students visit, tutor, or perform at middle schools.

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

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

Title I:
PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant

The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met. Supplementary services include identification and recruitment, advocacy, health/social services, academic support, parental involvement and family literacy.

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

TitleII

Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

TitleIII

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all. Services

include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

TitleX- Homeless

Coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunities. Federal funds are "braided" to support supplemental academic resource teachers at district school sites and to support selected professional learning opportunities for teachers.

TitleIV

Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students through mental health services, drug and violence prevention and PE. Effective use of classroom technology is supported through PD.

HeadStart

Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

Part V: Budget			
1	III.A	Areas of Focus: Science and History achievement supported through reading classes.	\$0.00
2	III.A	Areas of Focus: Lowest 25th percentile achievement supported with embedded professional development.	\$0.00
Total:			\$0.00