



Riverview Senior High
Riverview Public School District
School Improvement Plan 2024-2025

Mission Statement:

Riverview School District Mission is to produce students that strive for excellence in all that they do.

2023 ESSA Public School Rating for Riverview High School: (55.61 D rating)

Priority #1	
Improvement Plan Focus Area: Reading Literacy	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> 1. Based on Spring 2024 ATLAS data , growth areas will be identified for improvement in reading comprehension.	Team Member(s) Responsible: Stuart Hill, Rob Clausen, Jenifer Hicks, Sebrina Winningham, Monica McCullough, Ashley Clark
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> 1. During the 2024-2025 school year, all students in grades 9-10 will improve their reading comprehension scores based on building level common formative	

<p>assessments developed from highly qualified instructional materials. Students will show mastery by achieving a score of 70% on common formative assessments aligned to curriculum and state standards.</p> <p>RJHS/RHS Interim Progress</p>	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <ol style="list-style-type: none"> 1. While overall reading scores were up from the previous year's NWEA Map Growth testing, students are still not performing at grade level in reading. 	
<p>Alignment to District Goal: The building level goal alignment is contingent upon establishing a new district level goal.</p>	

Priority #1 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding (include fund source)	Progress Monitoring Data
Reteach and Reassess for students who score below 70% on common formative assessments.	All Teachers	Sept.-May	Highly Qualified Instructional Materials- McGraw-Hill StudySync	Data collected from common formative assessments will be used to monitor student progress and achievement.
Tier 2 intervention provided to students designated below mastery by Most recent NWEA scores and baseline common formative assessment.	Core teachers	Sept.-May	Strategic Tier II/ Advisory Groups Placed in reading intervention or with dyslexia services to improve reading	Certifications, PD Training, staff meetings, PLCs, lesson plans
Strengthen teacher teams and collaborative groups to	District	Aug-May	Evaluation of Common Formative Assessments	CFAs placed in google forms or the ATLAS

regularly interact to address common issues regarding curriculum, assessment, instruction, and the growth/achievement of all students (PLCs).			in PLC(s) and using data from assessments to drive instructions	Classroom Assessment Tool
Reinforcing student investment and buy-in to education and learning through school culture initiatives, including Leader in Me and various service projects.	All Staff	Aug-May	Leader in Me Curriculum	Leader in Me online portal. All teachers attend LIM summer training. Pickle Pop Chips & Positive Postcards.
Review of all classroom assessments for DOK and grade level standards	Review of all classroom assessments for DOK and grade level standards	Aug-May	Administrators, Instructional Facilitator, Instructional Leadership Team	Classroom Assessments
Elective teachers will adopt common reading and writing strategies to reinforce reading improvement at the building level	Implement RACE for writing and close reading for reading passages in the classroom to improve reading comprehension.	Aug-May	Elective Teachers	Newsela, Commonlit, Readworks, etc.

Priority #2	
Improvement Plan Focus Area: Mathematical Concepts Comprehension	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i>	Team Member(s) Responsible: Stuart Hill, Ernie Moore, Mathew Yielding, Kelly Sanchez, Brandon Gurnsey, Jeff Sanford

1.Based on Spring 2024 ATLAS data , growth areas will be identified for improvement in mathematical concept comprehension.

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

1.During the 2024-2025 school year, all students in grades 9-10 will improve their mathematical concept comprehension scores based on building level formative assessments developed from highly qualified instructional materials. Students will show mastery by achieving a score of 70% on common formative assessments aligned to curriculum and state standards.

[RJHS/RHS Interim Progress](#)

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*

Math is foundational, and students continued to learn current grade level math skills while a learning gap was present from the prior grade level.

Alignment to District Goal:

The building level goal alignment is contingent upon establishing a new district level goal.

Priority #2 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding (include fund	Progress Monitoring Data
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Strengthen math curriculum for 9-12 students.	Core teachers	Aug-May	Reveal Math resources and materials as the designated Highly Qualified Instructional Material approved by DESE	Lesson plans, curriculum maps, observations, assessments
Strengthen math curriculum for 9-12 students from selected HQIM. (DESE APPROVED)	Core teachers	Aug-May	Reveal Math resources and materials as the designated Highly Qualified Instructional Material approved by DESE	PGPs; observations; Planbook reports; Co-Op consultancy trainings and meetings
Develop systemic processes for tracking student growth and intervention methods	Instructional Facilitator	Aug-May	Digital data wall Individual student data cards	PLC Collaborative Tools (PCT); observation; Student Data Walls
Tier 2 intervention provided to students designated below mastery by most summative assessment scores and baseline common formative assessment.	Core teachers	Sept.-May	Strategic Tier II/ Advisory Groups—placed in math intervention.	Certifications, PD Training, staff meetings, PLCs, lesson plans
Strengthen teacher teams and collaborative groups to regularly interact to address common issues regarding curriculum, assessment, instruction, and the growth/achievement of all students (PLCs).	District	Aug-May	Evaluation of Common Formative Assessments in PLC(s) and using data from assessments to drive instructions	CFAs placed in google forms or the ATLAS Classroom Assessment Tool

Reinforcing student investment and buy-in to education and learning through school culture initiatives, including Leader in Me and various service projects.	All Staff	Aug-May	Leader in Me Curriculum	Leader in Me online portal
Review of all classroom assessments for DOK and grade level standards	Review of all classroom assessments for DOK and grade level standards	Aug-May	Administrators, Instructional Facilitator, Instructional Leadership Team	Classroom Assessments
Elective teachers will adopt common foundational math skills to support tier 1 math instruction.	Implement the use of foundational math practices in various elective courses that apply. (i.e. Agriculture, Robotics, etc.)	Aug-May	Elective Teachers	Online Math Resources, Khan Academy, Gizmos,

Priority #3	
1. Improvement Plan Focus Area: College and Career Readiness	
Priority Area: Based on the identified focus area, what issue needs to be addressed to achieve the goal?	Team Member(s) Responsible: Stuart Hill, Katrina Bundy, Meagn White

<p>Based on a school survey in April, 22% of students were not sure of a career or college pathway after high school graduation</p>	
<p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <ol style="list-style-type: none"> 1. Increase student interest and knowledge of pathways by 5% through exposure to college and careers based programming and stakeholders. 	
<p>Root Cause(s): <i>What is the heart of the issue? What evidence supports this conclusion?</i></p> <p>Many students are not exposed to the options of college and career opportunities and pathways to reach college and career oriented goals.</p>	
<p>Alignment to District Goal: Riverview's Strategic Plan states the district will have a college and career readiness program in place by June 2024.</p>	

Priority #3 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding (include fund source)	Progress Monitoring Data
Strengthen parent contact in regards to academic & overall student feedback.	Stuart Hill, Dr. Allison, Mrs. White, Faculty	Throughout Year	SchoolStatus	SchoolStatus Reports Parent Surveys

Implement College/Career pathways that foster motivation for students to finish high school career-ready skills	Stuart Hill, Dr. Allison, Mrs. White, Katrina Bundy; CTE Department; Fine Arts Department	Throughout Year	Servsafe (FACS) , Google Certification (Business), Agri certifications(Hendrix), Drone Certification (Computer Science)	Pathways; CTE program evaluation, Fine Art program evaluation, certifications, concurrent enrollment, ACT scores, graduation rates
Student Success Plans for all students.	Katrina Bundy Coach Hill Mrs. White	Throughout Year	Success Plans	Career coach record of visits and documentation
Reinforcing student investment and buy-in to education and learning through school culture initiatives, including Leader in Me and various service projects.	All Staff	Aug-May	Leader in Me Curriculum	Leader in Me online portal
Every student will have career interest and cluster data from Naviance career surveys.	Mrs. White, Coach Hill, Mrs. Bundy	Throughout Year	Naviance	Naviance Reports Student Success Plans

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Stuart Hill	High School Principal
Lynn Garner	Junior High School Assistant Principal
Heather Allison	9-12 Assistant Principal
Patrick Brown	HS Science/ SIP Chair/Parental Involvement Coordinator
Monica McCullough	Instructional Facilitator/ELA/Dyslexia
Ernie Moore	Math Teacher
Mrs. White	Counselor
Vanessa Duran	Community/Parent Representative/CTE
Rob Clausen	HS ELA