Riverside High School

Loudoun County Public Schools

Comprehensive Needs Assessment - Executive Summary

LCPS School Profile

Virginia School Quality Profile

LCPS Strategic Plan 2023-2027

School Improvement Team:

(Your school improvement team should consist of a variety of stakeholders within your school community including parents)

Name	Position
Douglas A. Anderson	Principal
Rose Fraze	Assistant Principal
Jeffrey Barham	Assistant Principal
Kristin Mackert	Assistant Principal
Luke Mason	Director, School Counseling
Kelly Brown	SSA
Kira Cadang-Kristan	SAEC
Kristin Sheetz	Reading Specialist
Brittany Worek	Instructional Technology Facilitator

Instructional Overview
Provide descriptive information related to the curriculum, instructional programs, professional learning and existing interventions utilizing a Response to Intervention approach to support the academic needs of students. Provide explicit connections to your school's instructional overview and how it supports and aligns with GOAL 1: Empowered Students of the LCPS Strategic Plan and Goal 2.1 Offer high-quality Ongoing Growth and Development available to all staff; 2.2 Develop dedicated resources to improve Professional Collaboration across schools and the division
Secondary English and Reading: Curriculum and Instruction: Secondary English and Reading instruction is grounded in the science of reading and utilizes evidence-based literacy practices that reflect three of the five pillars of literacy: fluency, vocabulary, and comprehension, in addition to writing. Instruction across all areas of literacy is explicit and systematic and aligns with the Virginia Standards of Learning (SOLs). The purpose of curriculum and instruction is to develop knowledgeable readers, writers, speakers, and thinkers. Resources: All classrooms are provided with state-approved resources consistent with the expectations of the Virginia Literacy Act and VDOE recommendations. Resources include digital content such as No Red Ink, Newsela, and Schoology as well as authentic literature and informational texts. Professional Learning: Secondary teachers and reading specialists engage in continuous professional development to support the implementation of best practices for literacy instruction in classrooms and intervention settings. Intervention and Progress Monitoring: Each student's literacy progress is monitored through multiple data points including MAP, SOLs, and IReady as well as formative assessments. Students who have identified areas of need are provided with differentiated classroom instruction and/or evidence-based intervention. Using the LCPS decision trees as guidance, tiered supports are provided to students that align with expectations outlined in the Virginia Literacy Act. At Riverside High School, English, reading and writing instruction is based on the science of reading and focuses on reading fluency, vocabulary attainment, reading comprehension, and writing proficiency. The curriculum aligns with Virginia Standards of Learning (SOLs) and aims to develop skilled readers, writers, speakers, and thinkers. Classrooms use adaptive resources like No Red Ink, Newsela, and StudySync, along with classroom sets of diverse texts and a book room of over 350 different titles to grow a student's acquisition of skills regarding: reading stamina, vocabulary, comprehension of informational, media and fictional texts, the purpose and organization of writing, grammar and mechanics, synthesis of researched information, and effective communication ie: speaking, listening, collaboration, and presentation utilizing multimodal literacies. Teachers and the Reading Specialist engage in ongoing professional development at the school, county and national (NCTE) level, to implement best practices. Student progress is monitored through various assessment spanning bloom's taxonomy, and those needing extra help receive targeted instruction and interventions, following the Virginia Literacy Act. Teachers prioritize classrooms that foster

safe discourse and that are comfortable to students, build rapport and grade using equitable practices.

Math:

LCPS Math Curriculum and instruction uses a math workshop structure and focuses on student-centered learning activities that include daily number sense routines and reflection. Teachers plan small-group targeted instruction, varying the groups regularly. Instruction prioritizes hands-on, inquiry-based learning focusing on conceptual understanding using representations and models/manipulatives. Instruction also emphasizes the implementation of the Process Goals and the 5Cs through student collaboration, reasoning, communicating, making connections, and problem-solving. Students who have identified areas of need are provided with differentiated classroom instruction and/or explicitly taught, evidenced-based intervention.

At Riverside High School, math instruction emphasizes student-centered activities as a means of providing targeted instruction. Students can receive differentiated instruction and evidence-based intervention with the support of the Math Specialist and purposeful co-teaching. Programs like Delta Math and the use of DESMOS supplement the direct instruction present in all math classrooms.

Science:

LCPS science programs are designed to actively engage students in the process of science and use reasoning processes that build scientific thinking. These programs teach students to know, use, and interpret scientific explanations of the natural world; to generate and evaluate scientific evidence and explanations; to understand the nature and development of scientific knowledge; and to participate productively in scientific practices and discourse.

At Riverside High School, science instruction actively prepares students for continued academic study and eventual entry into the workforce. As part of those preparations, students engage in scientific processes and reasoning to build critical thinking skills. Students learn to understand, use, and interpret scientific phenomena by using hands-on experiments and data analysis. Students participate in research projects to strengthen their critical thinking skills and presentation proficiency. In the 2024-25 school year, the Riverside Science department is taking an increased focus on LCPS Instructional Framework key components and indicators to assure student success.

Social Sciences & Global Studies:

Social Science and Global Studies instruction in LCPS is grounded in a culturally responsive approach to the content in a way that elevates multiple perspectives. Students are empowered through authentic, inquiry-based learning experiences that promote students' development of historical thinking skills and provide opportunities to make their thinking visible. Students demonstrate their understanding, knowledge and skills through authentic performance tasks.

At Riverside High School, Social Science and Global Studies instruction is culturally responsive, highlighting diverse perspectives through the use of direct instruction and primary source analysis. Students engage in authentic, inquiry-based learning to develop historical thinking skills and make their thinking visible. They demonstrate their understanding through authentic performance tasks and research presentations. We believe in empowering students to think critically about the past to engage in the present in order to build a just and equitable world. In order to accomplish this goal, the SSGS Department is committed to providing teachers with the professional learning and resources to facilitate growth, providing opportunities for collaboration, promoting engagement with the community, and building teacher agency around Deeper Learning.

This process includes rigorous, authentic, and student-centered instruction.

Our CLT teams have been focusing on 3 Areas:

1. Deeper Learning:
    a. Evaluating and Selecting Sources
    b. Persuasion Skills
    c. Finding Patterns and Trends
    d. Explaining Evidence
    e. Developing Research Questions
    f. Tackling Stimulus Based Questions

2. Webb's Depth of Knowledge and making an effort to hit all the Depths:
    a. Recall and Reproduction
    b. Skills and Concepts
    c. Strategic Thinking and Reasoning
    d. Extended Thinking

3. We have also been working at including Project Zeros' Thinking Routines

Throughout the School year, every student must complete Project Based Assignments. These Performance Tasks hit on periods in history which students can connect to the present. Within these tasks, students must collaborate and then create a product that is shared.

Comprehensive Needs Assessment: Academic Achievement

A summary providing evidence of analysis of trends, patterns, proficiency, and growth in student academic achievement data. Provide a clear connection between outcomes and contributing factors.

Riverside High School (RVHS) and LCPS are required to follow the Standards of Learning provided by VDOE to public schools. RVHS is a comprehensive high school, offering

courses from the LCPS Course Catalog based on student registration which is driven by student interest.

After reviewing our SOL data by subject and subgroup, we identified three areas of need for our English Learner Student Subgroup. End of Course Algebra 1 (EL) had a 32% drop in pass rates from the 2023-2024 to the 2024-2025 school year. End of course English Reading (EL) has shown an upward trend over the last 3 years, but still resides below a 50% pass rate. Our End of course writing (EL) has stayed at or below 35% pass rate.

Despite this, using the previous accreditation structure and current data, Riverside remains fully accredited by VDOE. This includes Academic Achievement (English, Math, Science), Achievement Gaps (English, Math) and Student Engagement and Outcomes (Dropout Rate, Graduation and Completion). Riverside exceeds District and State level data for Graduation Rate, Type of Diploma Earned, Post-Secondary Enrollment in overall numbers, but also for English Learner students and Special Education students. Additionally, Riverside performs well in Fine Arts. Riverside has twice been recognized as a Blue Ribbon School (2017 and 2022) which is the highest award given in Virginia by the VMEA (Virginia Music Educators Association). All Fine Arts disciplines in a school must receive a criteria rating of "Superior" at assessment to qualify for this award. Students also perform well in CTE at both the state and national level. The Riverside CTE department surpassed other similar Virginia and LCPS high schools in the number of credentials students earn annually.

Classroom Instruction

Instruction at Riverside is a reflective practice that is student centered, collaborative, rooted in best-practices, and built on positive relationships and communication. Technology is routinely incorporated into classroom instruction utilized by both learners and teachers. The overarching guide for classroom instruction at Riverside is The Fundamental 5: The Formula for Quality Instruction written by Sean Cain. The Riverside Best Practices document reinforces this stating “The Fundamental 5 creates a powerful learning environment”. The Riverside Best Practices document also provides a brief list of the Fundamental 5:

- Frame the Lesson with a pre-planned open and close
- Use the Power Zone
- Create and use Seed Questions/Activities throughout the lesson to allow for processing
- Engage students in Frequent Small Group Purposeful Talk or other processing activities
- Provide opportunities for Critical Writing
- Recognize and Reinforce student progress

Interventions

- Student Conference
- Parent, Student, Teacher Conference
- Referral to School Counselor, UMHT
- School Counselor Conference

- Differentiated Instruction
- Restorative Practices
- 9th Grade Ram Resource program through small study halls
- SAEC Referral and supports
- SAS Referral and supports
- School-wide peer tutoring programs
- Behavior Plan
- Attendance Officer Referral
- Classroom Modifications (seat assignment)
- Assignment/Assessment Modifications

Comprehensive Needs Assessment: Student Engagement

A summary of trends, patterns, strengths and areas for growth in student engagement data, including attendance, discipline, perceptual data, and graduation data (HS only).

An area identified for growth addresses the school data for long-term English Learners (L-TELs). A student is identified as an L-TEL if they have been enrolled in a U.S. school for six or more years and have not been reclassified as fluent English Proficient. The state of Virginia administers the ACCESS for ELLs test annually to students in grades K-12 to monitor their progress in acquiring English proficiency. In Virginia, an English learner is considered English proficient when they achieve an overall proficiency score of 4.4 or higher on the WIDA ACCESS for ELLs test.

For the 2025-2026 school year, Riverside has 126 total students receiving EL services including those on monitor status. Within the 126 total EL students, 33 students are on monitor status and 43 are classified as L-TELs. To improve the proficiency progress of this subgroup, Riverside plans to develop the instructional capacity of all teachers through training and program monitoring in the areas of reading across content areas, co-teaching partnerships and EL community engagement.

Extended Learning and Engagement Opportunities

Provide information to describe extended learning and engagement opportunities for students, families, and community including what events you have planned or are considering hosting.

Provide explicit connections to your school's extended learning and engagement opportunities and how they support and align with GOAL 4: Engaged Community of the LCPS Strategic Plan, especially GOAL 4.1 Deepen Family Engagement by offering inclusive opportunities for conversation across the division.

Extended Learning:

i.e. Clubs, field trips, guest speakers, EADL, extra-curricular activities, etc.

- LCPS Job For a Day
- RVHS Capstone Project open to all Seniors
- Transition Services provided by Career Counselor and Special Education Transition Teacher
- Career Center
- Equity Student Advisors and Equity Committee
- School-Wide Peer Tutoring programs i.e. Honor Society Student Tutoring
- Instructional Council to guide initiatives and follow-through
- Advisory Activities Related to SEL / Academic Goal-Setting / Communication + Relationships
- Service Clubs
- Co-curricular Clubs
- Fine Arts Programs
- CTE Programs

Family and Community Engagement Opportunities:

i.e. math night, literacy under the stars, student showcases, etc.

- RVHS Curriculum Night
- Academic Letter Ceremony
- Community Awards Night
- Ramp Up!
- College Application Planning Night for families of seniors
- Post-High School Planning and College Admissions Rep Panel for families of juniors
- Orientation/Riverside 101 for Families new to Riverside
- Excellence in Education Ceremony
- Financial Aid and FAFSA Workshops
- Meet the Case Manager
- New to Riverside Family Night
- Back to School Open House
- Fine Arts Performances and Programs
- Athletic Events
- Boosters Organizations
- Numerous Community Club Events i.e. Trunk or Treat, Fun Runs, Annual HoCo Community Events

Climate and Culture

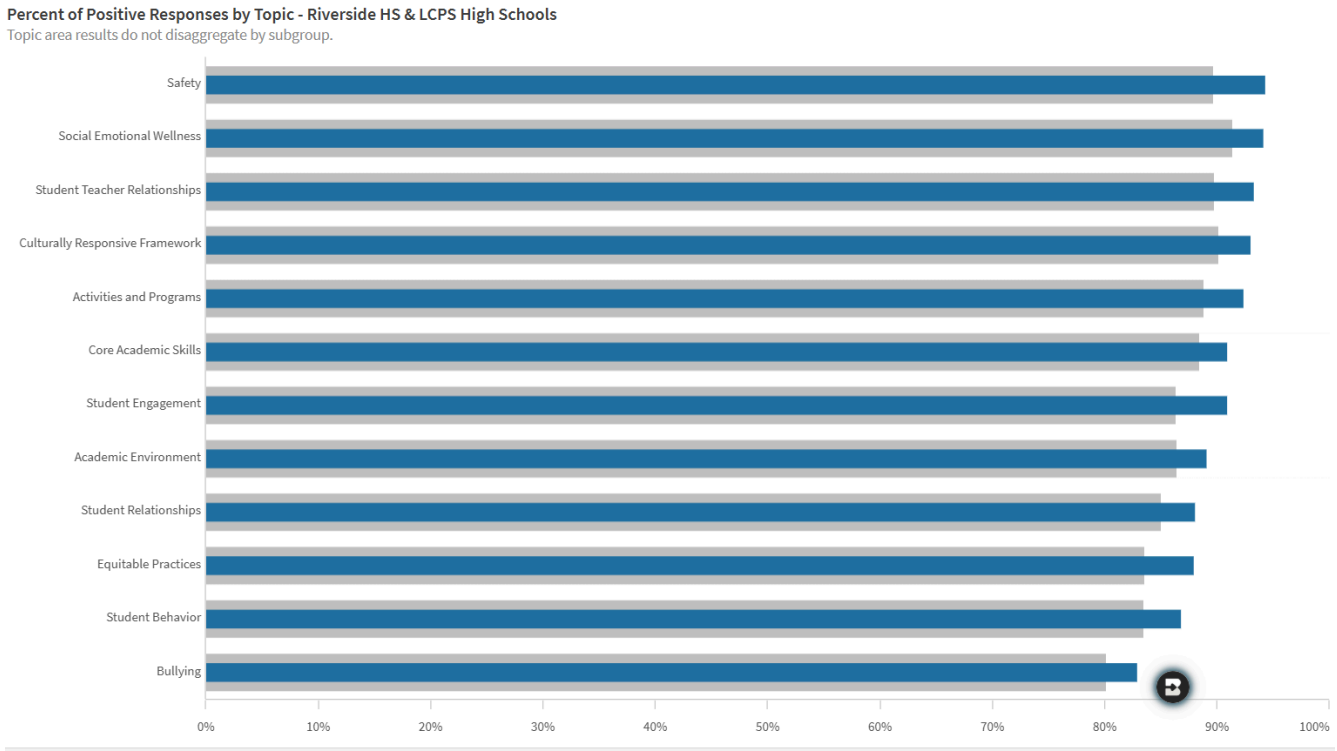
Provide a description of strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities such as counseling, social emotional learning and mental health programs, and PBIS implementation.

Make explicit connections to the LCPS Strategic Plan goals of 1.3 Prioritize Care for Students by ensuring a safe and affirming learning environment for all;

School specific narrative

(could include info from climate surveys, attendance data, and unique school culture factors, including climate and culture within individual classrooms):

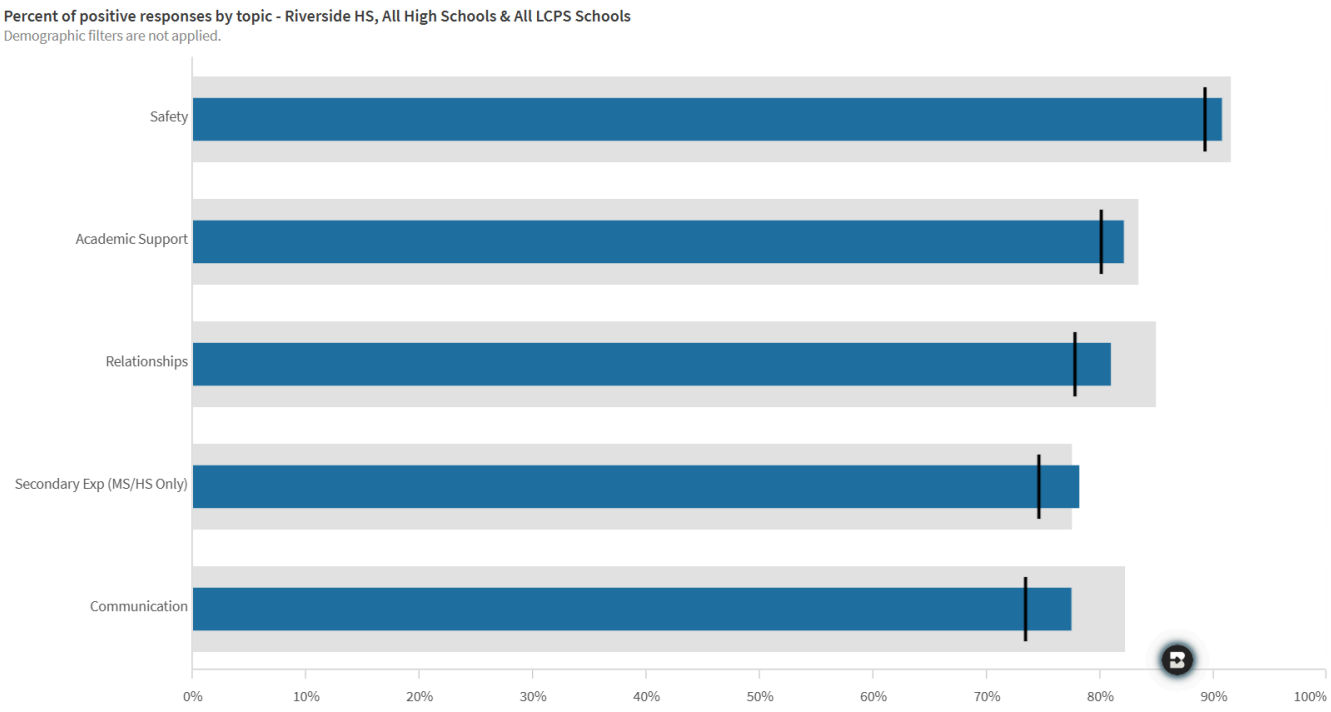
At Riverside High School we have a strong climate and culture that fosters a student's sense of belonging. The 2024-2025 Annual LCPS Secondary Student Survey shows that families feel that RVHS is strong in ALL of the following areas:



Riverside HS scores higher (blue bar) in all categories compared to other high schools (grey bar).

The student survey also revealed NO survey statement agreement rate below 70%, ALL questions showed a positive increase from the 2022-2023 data- some questions showing up to a 19.1% increase. This data suggests that students feel included and supported at Riverside High School.

At Riverside High School, the 2024-2025 Annual LCPS Family Survey shows that families feel that RVHS is strong in the following areas:

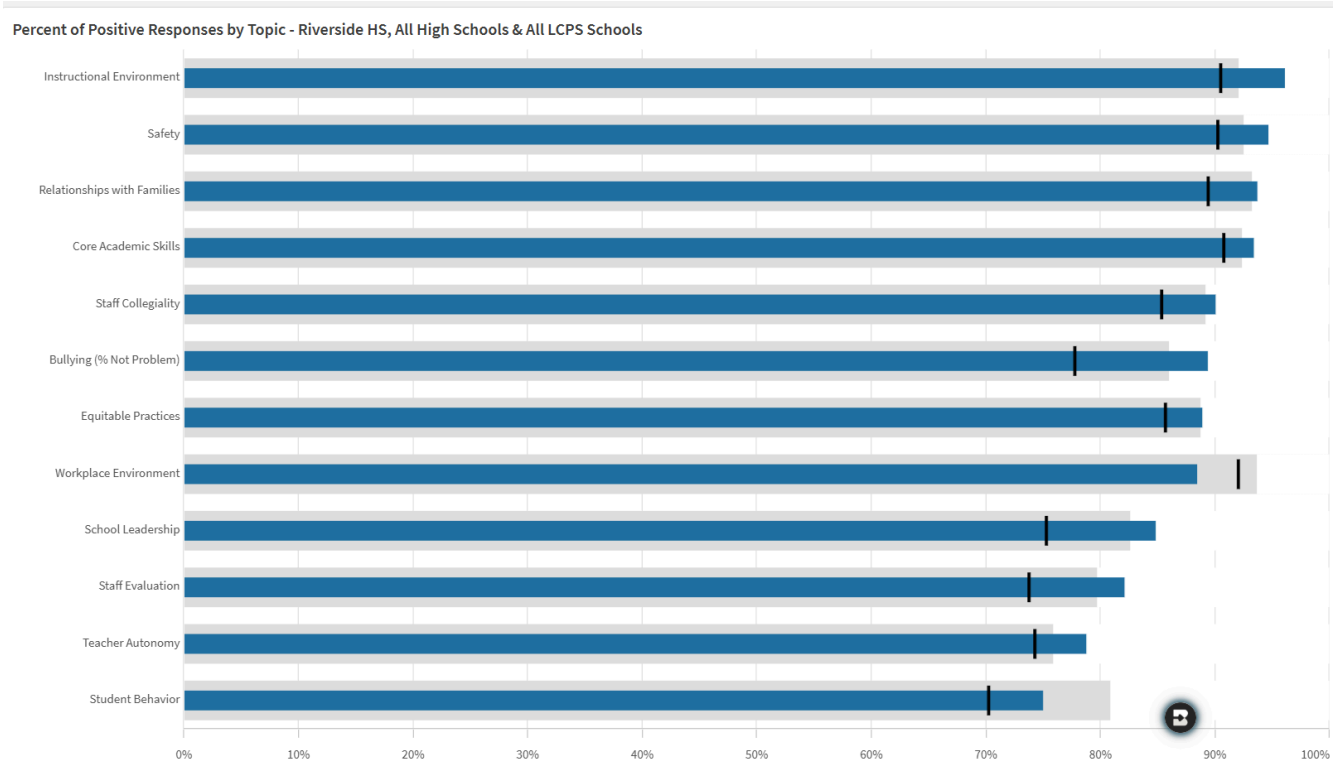


Riverside HS scores higher (blue bar) in all categories compared to other high schools (black bar).

The family survey also revealed the following areas for growth (survey statement agreement rate below 70%):

- Encouraging students to take academic risks
- The school seeks feedback regarding school improvement
- The school provides opportunities for families to connect with other families

At Riverside High School, the 2023-2024 Annual LCPS School-based Staff Survey shows that the staff at RVHS feels that the school is strong at the following



The school-based staff survey also revealed the following areas for growth (survey statement agreement rate below 70%):

- Division-level professional development enhances staff members' ability to meet student needs
- Division initiatives are improving our educational systems
- Students know there are consequences for breaking school rules
- Teachers and other adults consistently enforce rules for student behavior
- There is a sufficient amount of non-instructional time to complete required tasks
- Using disaggregated data to address student needs
- The school plans and implements actions to address any student group differences in discipline data

Positive Behavioral Interventions and Supports (PBIS):

PBIS is a systemic approach for establishing a safe and supportive learning environment. Through the implementation of a consistent vision, language, and practices, school staff promote social, behavioral, and academic success for all students.

Successful implementation of PBIS can lead to a positive school climate, improved classroom management, increased understanding of schoolwide expectations, strengthened relationships, increased positive behaviors, academic achievement and equitable learning experiences, and decreased office referrals and suspensions. To support implementation, the

PBIS team meets regularly to evaluate behavioral data, provide behavioral lessons based on identified needs, and share resources.

At Riverside High School we use RAMS which stands for Respect, Advocate, Motivate, Serve. All students are taught these expectations and are provided reinforcement when displaying RAMS behaviors.

Social Emotional Learning (SEL):

The social-emotional learning framework provides students with explicit SEL instruction, practice and reinforcement of skills through academic integration, and a supportive environment that cultivates relationships, belonging, safety and a student-centered approach. The framework is supported by the involvement of all community members, including staff, students, families and community partners.

High School: In our school we support and teach SEL through:

- UMHT lessons
- Sources of Strength
- PEER
- Lambs to Rams
- Ram Resource 9th Grade study hall program
- Advisory lessons
- School Counseling Groups
- Use of Restorative Practices