

Richardson Middle School

646 SE PENNSYLVANIA ST, Lake City, FL 32025

<http://columbia.k12.fl.us/richardson/>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

80%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	F	D	C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	27

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Richardson Middle School is committed to providing opportunities for parents to become involved in their child's education as we strive to help all students reach high levels of academic and social achievement.

Provide the school's vision statement

School Environment

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

Richardson Middle School promotes instruction that is built on students' out-of-school experiences, as well as state standards, so that teachers allow students to use these experiences as the starting points for learning. Helping students to build on their knowledge base is encouraged and promoted; therefore allowing teachers, faculty, and staff to learn more about students' home cultures.

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

Richardson Middle School adheres to the Columbia County School Board Code of Student Conduct to promote the safety and well-being of all students. We also enforce the CCSB Anti-bullying and Harassment policies and procedures, that supports a zero tolerance for these behaviors.

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

Richardson Middle School has adopted the CHAMPS model to implement school-wide. This program aims to improve classroom behavior (on-task, work completion, cooperation), establish clear classroom behavior expectations, motivate students to put forth their best efforts, reduce misbehavior, increase academic engagement, and teach students to behave respectfully and to value diversity, and develop a common language about behaviors among all staff.

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

Richardson Middle School provides a sense of safety, while fostering positive relationships among adults and students. This is done by providing students with access to mental health supports and counselors and youth-development opportunities.

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).

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

As students approach the level of truancy, they are then tracked by the Truancy Intervention Partnership Program initiated by the Columbia County School District. We also have an MTSS system in place that helps us identify those students that have a high number of discipline issues. Our CHAMPS program allows for behavioral modifications and instructional support. Intensive Reading and Math Tier 2 instruction is provided for those students needing remediation, as well as tutors and paraprofessional help allows for one-on-one and small group training.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	23	14	29	66
One or more suspensions	57	65	50	172
Course failure in ELA or Math	39	5	21	65
Level 1 on statewide assessment	36	30	29	95

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	10	4	7	21

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

For the 2014-2015 school year, Richardson Middle School will employ a variety of measures to provide a more accurate system to track and monitor Early Warning Signs for students. The following strategies will be utilized: Focus System for reports and tracking, CHAMPS behavioral procedures, and Edgenuity Course Recovery program.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191723>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

At Richardson Middle School, we strive to engage parents and community members in a variety of activities designed to build relationships with all stakeholders. We encourage our community members to be involved in the decision making process through our volunteer program, school advisory council, district family involvement council, and our booster groups. Throughout the school year, information is given to parents through newsletters, school web-site, IRIS automated phone call system, parent/teacher conferences, orientation, open house, Title 1 annual meeting, school marquee, and the Lake City Reporter. Annually, we solicit responses from parents through an anonymous survey. One of the most positive responses from this every year is that parents feel welcome at our school (89% on the most recent survey). The information gathered from this survey, as well as parent conversation through phone, email, and conversations gathered at school events is used to gauge interest levels regarding planned academic opportunities. We place an emphasis on meeting the diverse needs of our student demographics. Since we have a very large percentage of students that are socioeconomically disadvantaged, 83% qualify for free/reduced lunch, we provide free breakfast to all students.

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).

School Leadership Team

Membership

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

Name	Title
Coppock, Angela	Principal
Little, Roger	Assistant Principal
Miller, Wampannaga	Instructional Coach
Jackson, Syreeta	Administrative Support
Murphy, William	Assistant Principal
Ward, Natalie	Instructional Coach

Duties

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

Mr. Roger Little - Assistant Principal- Academics and Guidance

Mr. William Murphy- Discipline and Behavior, Facilities

Mrs. Syreeta Jackson-Lee- Curriculum Resource Teacher, SAC Chair

Mrs. Wampannaga Miller- Instructional Coach

Mrs. Natalie Ward- STEM Coach

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

For students transitioning from 5th to 6th grade, we continue the MTSS plan already in place for the students if they were not finalized prior to the transition. Data is collected by the students' 6th grade teachers and compared to 5th grade data. For students in grades 7 and 8, MTSS plans are implemented as needed based on observations and evaluations throughout the school year. The school-based MTSS team, teachers, and the district's school psychologist work collaboratively to implement plans for students in need of intervention.

Title I funding is currently being used to support student achievement through remediation and behavior interventions through the hiring of tutors and CHAMPS Professional Development. Title II funds are being held at the district level for professional development. Title VI is being used to fund supplemental resources to support student achievement and the hiring of additional tutors. The district provides funding to assist students who have been identified as homeless. The school site houses a Meridian therapist who provides assistance to students who have been identified as having anger management problems. Our school qualifies to provide all students with free breakfast for the school year. The district also provides nutrition education through the teen pregnancy program. The school offers career and technical elective classes, which includes keyboarding, and career and technical explorations.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Syreeta Jackson-Lee	Education Support Employee
Pam Miller	Education Support Employee
Trisheka Nelson	Parent
Demetra Williamson	Parent
Laura Ann Gardner	Parent
Tony Bennett	Parent
Latwala Dixon	Teacher
Vicki Thornton	Parent
Brooke Knowles	Business/Community

Duties

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

Evaluation of last year's school improvement plan

SAC committee has met and reviewed the FCAT data from 2013-14 and discussed the strategies being used for this school year in classrooms, including DA team involvement, instructional strategies/planning, and have suggested several helpful tips for the creating of the 2014-2015 plan.

Development of this school improvement plan

SAC committee has met and looked at the FCAT data from 2013-14 and discussed the strategies being used for this school year in classrooms, including DA team involvement, instructional strategies/planning, and has been asked to give comments, suggestions for the plan.

Preparation of the school's annual budget and plan

The SAC committee met at the end of the 2013-2014 school year to address the school's budget. The committee made recommendations to the school's leadership team accordingly.

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

School Improvement funds were not released last year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Coppock, Angela	Principal
Murphy, William	Assistant Principal
Little, Roger	Assistant Principal
Miller, Wampannaga	Instructional Coach
Ward, Natalie	Instructional Coach
Jackson, Brenda	Teacher, ESE
Dixon, Latwala	Teacher, K-12
Pittman, Bobbie Jo	Teacher, K-12
Morgan, Cricket	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative this year will be to promote reading and writing throughout the curriculum in all subject areas. This will improve student proficiency in both reading and writing.

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).

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

All teachers share a common plan time daily at Richardson Middle School. This gives opportunity for teachers to collaborate regarding lessons, activities, strategies, and further integrate instruction. There is also time to meet by departments, which supports vertical alignment of core subjects. The two instructional coaches also meet with the teams during the common plan time to offer support, feedback, and suggestions for improvement. Coaches continually review mini assessment data with all teachers to help guide remediation to meet the needs of all students. Coaches district wide meet monthly to plan for professional development, based on needs at each school. If critical areas of need are identified, coaches have the flexibility to work at specific schools for intense remedial support. This feedback from coaches, as well as administration, helps to create an ongoing data driven,

standards based instruction geared toward student achievement. Being designated as a Title I school allows RMS to have a Curriculum Resource Teacher who provides additional learning resources.

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

District level coordination of participation in collegiate level Job Fairs through Human Resources Dept.
Beginning Teacher Program: District Human Resources Dept
First and Second year teachers mentoring program: NEFEC Stem Coach
School level mentors assigned to new teachers: Principal
EPI Program: Florida Gateway College
Teacher leader opportunities: Principal and Administrative Staff

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

School site: New teachers are mentored by the instructional coach, Pam Miller. New Math and Science teachers are also mentored by county support colleagues. The coaches provide support as directed by administration. The new teachers meet weekly by assigned grade level teams and subject area department to collaborate, share best practices, reflect, and analyze student data. Each grade level team has an assigned team leader that provides support and guidance.
District level professional developments are scheduled periodically throughout the year to address instructional needs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

For the 2014-2015 School Year, the administration at Richardson will place an increased emphasis on improving the quality and efficiency of classroom instruction. Teachers will receive additional professional development on how to design quality lesson plans derived directly from the Florida Standards. Student mastery of these benchmarks will be monitored through the use of several types of progress monitoring activities including, but not limited to: FAIR, Performance Matters Assessments, periodic mini assessments of benchmarks, and common teacher created assessments.

Instructional Strategies

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

In order for students to take responsibility for their learning, teachers will continue to provide thorough board configurations with detailed agendas, essential questions, and a brief teacher created summary of the standard. After collecting and analyzing student data from multiple sources, teachers will then be able to create detailed lesson plans that are focused on meeting the individual needs of students. By differentiating their instruction, teachers can work on specific interventions with individual students or in a small group setting. The administrative team will also ensure that the grade levels by subject

area will be vertically aligned with each other (ie 6th-8th grade math). In addition we will begin collaboration with all feeder pattern schools to align instruction based on the Florida Standards.

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: 2,700

Beginning in the 2013-2014 School Year, the dismissal time was changed from 2:55 pm to 3:10 pm. This 15 minutes daily added 2,700 minutes to the 180 day instructional year. More time was allocated to the Research Class which promotes remediation and enrichment to all students. More time was also squeezed in to give teachers additional time to plan in the mornings.

Strategy Rationale

With the instructional time increased, instruction in core academic subjects will increase. Enrichment activities that contribute to a well-rounded education, teacher collaboration, planning, and professional development will also increase.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Coppock, Angela, coppocka@columbiak12.com

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

Progress Monitoring Assessments, Report Card grades

Student Transition and Readiness

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).

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

Meeting the academic needs of each individual student is a constant focus. Currently, Richardson Middle School offers two courses for high school credit: Algebra I and Geometry. For the 2014-2015 School Year, Richardson Middle will expand the AVID course offering to 6th grade. This expands the AVID course to all three grade levels. We also will be revising our Supporting Academic Independent Learners (SAIL) by incorporating the Advanced Placement Springboard Curriculum for the purposes of increasing rigor and more relevant, authentic student centered tasks. This shift will benefit all students in the SAIL program as well as Columbia High School, our feeder high school, in the next few years by having more students that have been exposed to more rigorous tasks in preparation of them taking Advanced Placement courses once they arrive at Columbia High School. Additionally, Richardson Middle School offers a summer 'Boot Camp' that gives incoming 6th graders the chance to get acclimated to the campus before the school year begins. We are in constant contact with our feeder schools to ensure that we are meeting the needs of our transitioning students. Also, as the 8th graders prepare to transition to high school, the high school counselors come to our campus to prepare those students for the transition.

College and Career Readiness

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

At Richardson Middle School, the Career and Technical Occupations course has the flexibility within its standards to address a wide range of topics from practical hands-on agri-science concepts to teaching students the importance of developing "soft" employability skills. The US History Career Planning Component offers a personalized interest inventory that provides meaningful data to assist in future course selection at the high school level. In addition, the ReadStep is another tool that can provide a broad view of academic potential. The AVID students are recruited on a volunteer basis through a selection process that encourages unmotivated and under performing students to engage in challenging academic coursework. Students that are in our TMH population will participate in agricultural activities that promote self-sufficiency skills that will allow them to be productive members of our community.

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

Richardson Middle School offers the following to courses that facilitate college and career readiness:

Career and Technical Occupations

US History Career Planning component

Business Keyboarding

AVID Elective for 7th and 8th Grade

Life Skills for Students with Special Needs

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

NA

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

At Richardson Middle School, we are preparing more students for high school transition by exposing them to more rigorous instruction in, which will aid in their success in Honors and Advanced Placement courses once they arrive at Columbia High School. Remediation courses are available for our students that need additional supports in order for them to correct deficiencies in the areas of math and reading.

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.** All Richardson Middle School teachers will provide high quality rigorous instruction with differentiation in reading and math to increase student achievement outcomes. .
- G2.** Increase student proficiency on the ELA State-wide Writing Assessment by diagnosing and correcting student deficiencies.

Strategic Goals Detail

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

G1. All Richardson Middle School teachers will provide high quality rigorous instruction with differentiation in reading and math to increase student achievement outcomes. . 1a

G045199

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	35.0
AMO Math - All Students	57.0
FAA Mathematics Proficiency	53.0
Algebra I EOC Pass Rate	60.0
Geometry EOC Pass Rate	50.0
Math Lowest 25% Gains	75.0
FSA - English Language Arts - Proficiency Rate	35.0
AMO Reading - All Students	61.0
FAA Reading Proficiency	50.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	40.0
FAA Science Proficiency	50.0
Middle School Participation in EOC and Industry Certifications	6.0
Middle School Performance in EOC and Industry Certifications	90.0

Resources Available to Support the Goal 2

- Kagan Cooperative strategies
- CHAMPs
- Technology Software Programs to assist in remediation of benchmarks
- Grade Level Tutors (1 Per Grade)
- Intensive Reading and Intensive Math Classes

Targeted Barriers to Achieving the Goal 3

- Lack of professional development in differentiated instruction
- Additional computers in classrooms needed to provide the web based software programs for both differentiated instruction and remediation.

Plan to Monitor Progress Toward G1. 8

Look at all forms of the data, both formal and informal, and the scheduling of common plan time for teachers.

Person Responsible

Roger Little

Schedule

Quarterly, from 10/22/2014 to 5/27/2015

Evidence of Completion

Progress monitoring assessment results, mini-assessments, nine-week assessments, statewide assessments

G2. Increase student proficiency on the ELA State-wide Writing Assessment by diagnosing and correcting student deficiencies. 1a

G045200

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- DA Writing Professional Development, Instructional Coaches, Inter/Intra Departmental Collaboration

Targeted Barriers to Achieving the Goal 3

- Previously used writing format has changed.

Plan to Monitor Progress Toward G2. 8

On-going Progress Monitoring

Person Responsible

Angela Coppock

Schedule

Quarterly, from 8/18/2014 to 3/27/2015

Evidence of Completion

Writing Samples, Assessment Scores

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. All Richardson Middle School teachers will provide high quality rigorous instruction with differentiation in reading and math to increase student achievement outcomes. . **1**

 G045199

G1.B1 Lack of professional development in differentiated instruction **2**

 B111543

G1.B1.S1 Provide professional development in differentiated instruction. Flexible grouping for our ESE student population. Tutors hired to provide one on one and small group instruction. **4**

 S122993

Strategy Rationale

Action Step 1 **5**

Provide professional develop in differentiated instruction.

Person Responsible

Wampannaga Miller

Schedule

Biweekly, from 10/22/2014 to 5/27/2015

Evidence of Completion

Attendance sheets, classroom observations, reflection logs, and lesson plans.

Action Step 2 5

Provide another level of intervention with students in the intensive reading and intensive math classes.

Person Responsible

Roger Little

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Progress monitoring through Performance Matters, mini-assessments, nine-week assessments, state assessment data, grades.

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

Classroom walk throughs, look at data.

Person Responsible

Angela Coppock

Schedule

Monthly, from 10/22/2014 to 5/27/2015

Evidence of Completion

Evaluation instrument used by administrators.

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

Progress monitoring.

Person Responsible

Wampannaga Miller

Schedule

Quarterly, from 10/22/2014 to 5/27/2015

Evidence of Completion

Results from progress monitoring assessments.

G1.B5 Additional computers in classrooms needed to provide the web based software programs for both differentiated instruction and remediation. 2

 B111547

G1.B5.S1 Provide additional classroom computers through Title I. 4

 S122994

Strategy Rationale

Action Step 1 5

Requisition of additional laptop computers for classrooms.

Person Responsible

Syreeta Jackson

Schedule

On 12/19/2014

Evidence of Completion

Purchase Order

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Classroom observations of software programs being used.

Person Responsible

Angela Coppock

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Reports from software programs.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Ongoing reports of all classrooms from software programs.

Person Responsible

Kim Liphrott

Schedule

Quarterly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Reports.

G2. Increase student proficiency on the ELA State-wide Writing Assessment by diagnosing and correcting student deficiencies. 1

 G045200

G2.B1 Previously used writing format has changed. 2

 B111548

G2.B1.S1 Professional Development on the "new" writing expectations. 4

 S122995

Strategy Rationale

Action Step 1 5

Writing Professional Development

Person Responsible

Wampannaga Miller

Schedule

Monthly, from 8/11/2014 to 3/27/2015

Evidence of Completion

Follow-up Activity, student writing samples, student writing assessments, sign-in logs

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Ensuring writing instruction is being implemented.

Person Responsible

Angela Coppock

Schedule

Quarterly, from 8/18/2014 to 3/27/2015

Evidence of Completion

Lesson Plans, Observations, student work samples

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

Effectiveness of Writing Implementation

Person Responsible

Roger Little

Schedule

Quarterly, from 8/18/2014 to 3/27/2015

Evidence of Completion

Writing Samples, Assessment Scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional develop in differentiated instruction.	Miller, Wampannaga	10/22/2014	Attendance sheets, classroom observations, reflection logs, and lesson plans.	5/27/2015 biweekly
G1.B5.S1.A1	Requisition of additional laptop computers for classrooms.	Jackson, Syreeta	10/20/2014	Purchase Order	12/19/2014 one-time
G2.B1.S1.A1	Writing Professional Development	Miller, Wampannaga	8/11/2014	Follow-up Activity, student writing samples, student writing assessments, sign-in logs	3/27/2015 monthly
G1.B1.S1.A2	Provide another level of intervention with students in the intensive reading and intensive math classes.	Little, Roger	9/1/2014	Progress monitoring through Performance Matters, mini-assessments, nine-week assessments, state assessment data, grades.	5/29/2015 daily
G2.B1.S1.A2	[no content entered]			one-time	
G1.MA1	Look at all forms of the data, both formal and informal, and the scheduling of common plan time for teachers.	Little, Roger	10/22/2014	Progress monitoring assessment results, mini-assessments, nine-week assessments, statewide assessments	5/27/2015 quarterly
G1.B1.S1.MA1	Progress monitoring.	Miller, Wampannaga	10/22/2014	Results from progress monitoring assessments.	5/27/2015 quarterly
G1.B1.S1.MA1	Classroom walk throughs, look at data.	Coppock, Angela	10/22/2014	Evaluation instrument used by administrators.	5/27/2015 monthly
G1.B5.S1.MA1	Ongoing reports of all classrooms from software programs.	Lipthrott, Kim	8/18/2014	Reports.	6/2/2015 quarterly
G1.B5.S1.MA1	Classroom observations of software programs being used.	Coppock, Angela	8/18/2014	Reports from software programs.	6/2/2015 quarterly
G2.MA1	On-going Progress Monitoring	Coppock, Angela	8/18/2014	Writing Samples, Assessment Scores	3/27/2015 quarterly
G2.B1.S1.MA1	Effectiveness of Writing Implementation	Little, Roger	8/18/2014	Writing Samples, Assessment Scores	3/27/2015 quarterly
G2.B1.S1.MA1	Ensuring writing instruction is being implemented.	Coppock, Angela	8/18/2014	Lesson Plans, Observations, student work samples	3/27/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All Richardson Middle School teachers will provide high quality rigorous instruction with differentiation in reading and math to increase student achievement outcomes. .

G1.B1 Lack of professional development in differentiated instruction

G1.B1.S1 Provide professional development in differentiated instruction. Flexible grouping for our ESE student population. Tutors hired to provide one on one and small group instruction.

PD Opportunity 1

Provide professional develop in differentiated instruction.

Facilitator

Leadership Team

Participants

All Teachers

Schedule

Biweekly, from 10/22/2014 to 5/27/2015

G2. Increase student proficiency on the ELA State-wide Writing Assessment by diagnosing and correcting student deficiencies.

G2.B1 Previously used writing format has changed.

G2.B1.S1 Professional Development on the "new" writing expectations.

PD Opportunity 1

Writing Professional Development

Facilitator

DA Regional Trainers, Instructional Coach, State Personnel

Participants

All Teachers

Schedule

Monthly, from 8/11/2014 to 3/27/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0