Richey Elementary School

2015-16 School Improvement Plan

Richey Elementary School

6850 MADISON ST, New Port Richey, FL 34652

www.pasco.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	88%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Pasco 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

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Richey elementary staff accepts the responsibility to be exemplary in every way and to provide educational opportunities to help each child reach their highest potential.

Provide the school's vision statement

The expectation for Richey Elementary is that ALL students, through collaboration and differentiation, will be successful on the path of college, career and life readiness.

School Environment

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

Richey Elementary is a community school. Families and community members are often invited into the school to participate in activities and events. A registration day event is held that is widely advertised and highly attended. This is the first opportunity that teachers have to begin building relationships with students and families. Shortly after, an Open House event is held. Throughout the first few weeks, students are encouraged to share information about themselves and their backgrounds. Several community events are planned that allow for home and school connections. Additionally, multiple staff members are strategically placed throughout campus to greet students and families on a daily basis.

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

The school-wide behavior plan focuses on three school-wide expectations; be safe, be respectful and be responsible. There are consistent rules throughout each location of the school that describe how to follow those expectations. These rules are specifically taught and practiced to ensure understanding. When rules are broken or issues arise, mini-lessons are taught to address concerns. The school guidance counselor also teaches a curriculum that focuses on safety and respect. There is a clear plan for reporting bullying and harassment as well. After school, students are invited to participate in a variety of club activities that are hosted by adult volunteers. These clubs not only focus on student interests but on behaving in safe and respectable ways.

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

Richey Elementary is working to implement a positive behavior system. At the tier 1, or core level, all students are taught consistent rules and expectations. Each classroom has a positive contingency plan, where the class is working to earn a "mystery motivator" reward for staying engaged and following expectations. Individual students have the opportunity to earn "Positive Paw" tickets or quarterly arm bands for exhibiting positive behavior. The tickets and bands earn students a variety of rewards. When students do not follow expectations, school staff have a flow chart that clearly describes how to handle the incident. Through the work of the behavior team, we have created a consistent discipline plan that provides students with respectful, related and reasonable

consequences for behavior. At the tier 2 level, students have been identified who require more support with behavior. These students set goals, have a check in/check out system, and earn points for positive behavior each day. Students who require additional support have Behavior Intervention Plans designed to meet their own individual needs. This year, we started with a whole faculty behavior training and will continue to provide professional development and coaching in regards to positive behavior management.

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 guidance program highlights character traits, focusing on one trait each month. Students are taught social skills related to the trait and are celebrated for exhibiting behaviors consistent with the trait. Students will have access to individual meetings with the guidance counselor as needed, small groups are created and focus on social-emotional needs, or students are referred for outside counseling.

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

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
	K	1	2	3	4	5	
Attendance below 90 percent	4	25	16	15	16	13	89
One or more suspensions	0	3	5	1	5	3	17
Course failure in ELA or Math	1	6	12	13	32	8	72
Level 1 on statewide assessment	0	0	0	0	6	10	16

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	5	5	12	7	30

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

We have identified a "Student Success Team" that will meet weekly to monitor student EWS data and implement interventions based on need. Every student will receive 30 minutes of intervention/ enrichment time four times per week. This intervention time will focus on closing gaps that are identified through common formative assessment data. During this time, students will be grouped based on need, and three additional adults will support with these interventions in each grade level. Students who do not respond to this level of intervention will be identified as needing additional support. Two intervention teachers have been funded through Title 1 money. These teachers will work closely with the Success Team to provide additional interventions and to monitor the data closely.

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 available at the school site.

Description

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

Richey Elementary School has a full time Social Worker, funded through Title I money. Her primary role is to build relationships with both families and community members. This is done through a variety of means. Written communication, social media and telephone communication have proven to be successful, however, face to face connections are the most effective. She also works to help align community resources with the needs of our families. The School Advisory Council provides the community another opportunity for school involvement. Community membership is strongly encouraged and multiple community agencies are represented.

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:

Name	Title
Allen, Keri	Principal
Reynolds, Mary	Assistant Principal

Duties

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

Both administrators act as instructional leaders at Richey Elementary. The grade level responsibilities for facilitating professional learning communities, data analysis meetings, and providing feedback about teaching and learning are equally divided. A team has been created to assist with shared decision making and problem solving around school-wide concerns. This team is facilitated by administration, but all voices are equally heard. Additionally, the school leaders model continual learning for faculty and staff. They backwards plan all professional learning opportunities for instructional staff members and coach teachers to improve teaching and learning. As with all building administrators, management tasks are also necessary in order to maintain a smoothly functioning school.

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

Student data is used to make all decisions at the school level. The school-based leadership team meets to discuss previous student data, returns on previous investments, and current needs. Based on this information, the leadership team identifies the needed resources to best meet the student needs. At the end of each year, the needs are reconsidered to determine if the school priorities are aligned with the resources, both human and curricular. Decisions are then made about budgeting and resources.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Heather Ware	Teacher
Misty McClain	Teacher
Rachel Sojka	Teacher
Audrey Derkiss	Education Support Employee
Betty Batey	Business/Community
Terri Funseth	Parent
Jeane Ann Lewis	Business/Community
Eirene Mathews	Parent
Stephanie Pascalli	Business/Community
Kevin Pazourek	Business/Community
Robyn Royster	Parent
Meghan Watkins	Teacher
Deanna DeCubellis	Teacher
Keri Allen	Principal

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

The SAC reviewed the School Improvement Plan and provided feedback about the goals and planned strategy implementation. The SAC also provided input related to parent involvement activities, the Parent Involvement Plan, as well as the allocation of Title I resources.

Development of this school improvement plan

The School Advisory Council reviewed the SIP at the end of the year. They also reviewed the current student achievement data, student behavior data, as well as student attendance data. Feedback was provided about school priority areas and school areas of concern.

Preparation of the school's annual budget and plan

The School Advisory Council reviewed the proposed budget. They had an opportunity to provide feedback and voice concerns or suggestions.

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

$3,500.00 Funding for books for classroom libraries
$3,896.90 Mini-Grants for teachers/teams for resources to enrich and intervene with students.

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:

Name	Title
Allen, Keri	Principal

Duties

Describe how the LLT promotes literacy within the school

This team is helping to develop a love of reading across all grade levels. As a team, this group will continue to perform "levels checks" to accurately identify a student's reading level using the IRLA. This group will attend district training called, "Road to Rigor, ELA." They will then meet as a group to identify next steps for professional development and coaching for teachers. This will allow for focused and differentiated professional development across the school.

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

Each team has one extended, protected planning time each week, with the primary purpose of working collaboratively to answer the 5 guiding PLC questions. At the start of the school year, this work began with a focus on the step-zero work. The teams then spent time focusing on the norms that would help them to become highly functioning teams and how they would address the norms that were broken within the team. With a trained facilitator on each team, the teams of teachers will be able to backwards plan and collaborate at a high level with a focus on student results. This year, the professional development for those facilitators will continue to encourage ongoing learning and strengthening of skills.

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

Only highly qualified teachers are hired at Richey Elementary. Applicants are thoroughly screened in the to identify the candidates with the highest potential. While going through the screening process, teachers who are not certified-in-field are not considered for employment. New teachers are provided mentor teachers to assist them. High quality professional development is provided to all instructional employees.

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

New teachers are paired with mentors who teach a similar grade level. They are paired based on personality, teaching style and apparent need. Mentors attend new teacher meetings with their assigned new teacher.

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

The teachers collaboratively plan using the Florida Standards. They also use common assessments that are aligned to the Florida Standards. Our resources are aligned to the Florida Standards as well. During instructional walkthroughs, evidence of standards based instruction is observed.

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

During the protected, extended planning time, teams meet to analyze formative assessment data to meet the needs of students. During these sessions, teams determine which students need additional support with an instructional standard/strategy as well as those students who have mastered the learning and are in need of enrichment. Small groups are then created based on flexible needs. ESE Support Facilitators and Intervention Teachers work with the teachers to plan for lessons that meet the needs of all of the diverse learners.

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: 4,800

This program is for students in grades 3, 4 and 5 for additional instruction in both Math and Literacy. Students will be identified based on previous retentions, as well as their state standardized test scores. Teachers will engage students in number talks to increase mathematics fluency, as well as individual reading conferences to support literacy.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Allen, Keri, klallen@pasco.k12.fl.us

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

IRLA data
Common District Assessments

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

Incoming kindergarten students are screened prior to starting school.
PreK and Kindergarten teachers plan vertically throughout the year.
PreK students transition to eating in the cafeteria prior to the end of the school year.
Early intervention begins with data problem solving around Kindergarten students.
The guidance counselor works with the 5th grade students to properly prepare them for the transition to middle school. This includes a site visit to their new school, as well as scheduling and information sessions for students.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   Student achievement will increase in all academic areas, if we collaborate to provide high impact, data-driven instruction using effective strategies while teaching standards rigorously.

G2.   If we utilize time, staff, and resources to develop core, supplemental, and intensive, targeted interventions (academic, behavior, attendance), we will improve student achievement.

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. Student achievement will increase in all academic areas, if we collaborate to provide high impact, data-driven instruction using effective strategies while teaching standards rigorously. 1a

🔍 G072984

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	65.0
Math Achievement District Assessment	65.0

Resources Available to Support the Goal 2

- Marzano's Instructional Framework Canvas Site, District Framework Professional Development

- Instructional Coaches - Learning Design Coach, ITC - Math Coach ReadyGen, State Standards, IRLA, Marzano Framework, iObservation Resources, PLC Facilitators Training, Canvas Elementary Learning Network

- PLC Unit planning and unpacking standards

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of Marzano's Instructional Framework.

- Depth of knowledge in Florida Standards and assessments.

Plan to Monitor Progress Toward G1. 8

Student Academic Data

Person Responsible
Keri Allen

Schedule
Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion
Common Assessment Data

G2. If we utilize time, staff, and resources to develop core, supplemental, and intensive, targeted interventions (academic, behavior, attendance), we will improve student achievement. `1a`

🔍 G072985

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	10.0
Discipline incidents	145.0
Math Achievement District Assessment	65.0
ELA Achievement District Assessment	65.0

Resources Available to Support the Goal `2`

- Instructional Coaches, Student Services Team

- Tough Kids Toolbox by William Jenson

- IRLA Foundational Kits

- Guidance Counselor

- Social Worker

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding of quality interventions (academic, behavioral, attendance)

Plan to Monitor Progress Toward G2. `8`

Behavior Referral Data / Attendance Data and Tier 3 student data will be monitored by the "Student Success Team"

Person Responsible
Keri Allen

Schedule
Monthly, from 9/3/2015 to 6/10/2016

Evidence of Completion
Decreased ODR, Decreased significant absences, and Tier 3 student improvement

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. Student achievement will increase in all academic areas, if we collaborate to provide high impact, data-driven instruction using effective strategies while teaching standards rigorously. `1`

🔍 G072984

G1.B1 Lack of understanding of Marzano's Instructional Framework. `2`

🔍 B190565

G1.B1.S1 Provide on-site professional development in the framework. `4`

🔍 S202001

Strategy Rationale

When teachers better understand the framework as a planning tool, planning and instruction will improve.

Action Step 1 `5`

Teachers will have an opportunity to attend the Framework Training held at Richey Elementary.

Person Responsible

Keri Allen

Schedule

Weekly, from 9/24/2014 to 10/8/2014

Evidence of Completion

Training Sign-In Sheets

Action Step 2 5

After examining common formative assessment data, teachers will have an opportunity to learn high-impact strategies from each other during the intervention/enrichment time.

Person Responsible

Keri Allen

Schedule

Weekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Meeting Notes

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

Classroom Observations

Person Responsible

Keri Allen

Schedule

Semiannually, from 9/21/2015 to 6/10/2016

Evidence of Completion

Classroom observations will show use of high impact strategies - as recorded in MyPGS

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

Monitor student academic data

Person Responsible

Mary Reynolds

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Common Assessment Data

G1.B1.S2 All instructional staff will collectively commit to the school-wide priority that clearly defines best instructional practices. All teachers will be held accountable for using best instructional strategies. 4

S202002

Strategy Rationale

When teachers are informed of the commitments, provided professional development, and offered coaching and feedback on best instructional strategies, student achievement will increase.

Action Step 1 5

Richey staff will collectively commit (and hold each other accountable) to the school priority of using high quality/rigorous standards based instruction.

Person Responsible

Keri Allen

Schedule

Annually, from 8/17/2015 to 6/10/2016

Evidence of Completion

District supported walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

District supported walkthroughs will take place.

Person Responsible

Mary Reynolds

Schedule

Quarterly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Sign in sheets will be available

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Walkthrough data will show growth

Person Responsible

Mary Reynolds

Schedule

Quarterly, from 10/2/2015 to 6/10/2016

Evidence of Completion

The walkthrough tool will show growth over time.

G1.B2 Depth of knowledge in Florida Standards and assessments. `2`

B190566

G1.B2.S1 Provide professional development in the standards `4`

S202003

Strategy Rationale

When teachers have a deeper understanding of the standards, they will be able to teach them more effectively.

Action Step 1 `5`

Lead ELA and Math teachers selected from each grade level will attend district training throughout the year.

Person Responsible

Keri Allen

Schedule

Quarterly, from 7/16/2015 to 6/10/2016

Evidence of Completion

Minutes from the Lead Teacher Committees will outline what and how teams are learning about the standards.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

The Instructional Coaches will guide the Lead Teachers in developing Professional Development for the teachers.

Person Responsible

Keri Allen

Schedule

Monthly, from 9/18/2015 to 6/10/2016

Evidence of Completion

Sign in sheets for PD opportunities, as well as Lead Committee Minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Professional conversations and planning during PLCS will be monitored for growth of knowledge

Person Responsible

Mary Reynolds

Schedule

Monthly, from 9/21/2015 to 6/10/2016

Evidence of Completion

Informal notes about the conversations related to standards / observations will be recorded.

G2. If we utilize time, staff, and resources to develop core, supplemental, and intensive, targeted interventions (academic, behavior, attendance), we will improve student achievement. `1`

🔑 G072985

G2.B1 Lack of understanding of quality interventions (academic, behavioral, attendance) `2`

🔑 B190567

G2.B1.S1 Provide professional development and coaching for the development of quality interventions. `4`

🔑 S202004

Strategy Rationale

When teachers intervene using high impact strategies, student achievement will increase.

Action Step 1 `5`

Quality intervention professional development and coaching

Person Responsible

Keri Allen

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Meeting agendas, data analysis, and problem solving notes. A decrease in referrals, increase in attendance rates.

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

Intervention Professional Development will occur

Person Responsible

Keri Allen

Schedule

Quarterly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Sign in sheets

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

High impact intervention training will impact student data

Person Responsible

Keri Allen

Schedule

Quarterly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Student data will show growth after intervention/enrichment time

G2.B1.S2 Develop and implement a three-tiered attendance plan. [4]

🔑 S202005

Strategy Rationale

Students must attend school in order to make academic gains.

Action Step 1 [5]

The Attendance Committee will develop and implement a three tiered system of support.

Person Responsible

Mary Reynolds

Schedule

Monthly, from 9/3/2015 to 6/10/2016

Evidence of Completion

Meeting notes and sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 [6]

The attendance group will create and implement tiers of support.

Person Responsible

Keri Allen

Schedule

Monthly, from 9/3/2015 to 6/10/2016

Evidence of Completion

Meeting minutes and sign in sheets

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

Student attendance will increase.

Person Responsible

Keri Allen

Schedule

Monthly, from 9/3/2015 to 6/10/2016

Evidence of Completion

Student attendance data

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	Teachers will have an opportunity to attend the Framework Training held at Richey Elementary.	Allen, Keri	9/24/2014	Training Sign-In Sheets	10/8/2014 weekly
G1.B1.S2.A1	Richey staff will collectively commit (and hold each other accountable) to the school priority of using high quality/ rigorous standards based instruction.	Allen, Keri	8/17/2015	District supported walkthroughs	6/10/2016 annually
G1.B2.S1.A1	Lead ELA and Math teachers selected from each grade level will attend district training throughout the year.	Allen, Keri	7/16/2015	Minutes from the Lead Teacher Committees will outline what and how teams are learning about the standards.	6/10/2016 quarterly
G2.B1.S1.A1	Quality intervention professional development and coaching	Allen, Keri	9/1/2015	Meeting agendas, data analysis, and problem solving notes. A decrease in referrals, increase in attendance rates.	6/10/2016 quarterly
G2.B1.S2.A1	The Attendance Committee will develop and implement a three tiered system of support.	Reynolds, Mary	9/3/2015	Meeting notes and sign-in sheets	6/10/2016 monthly
G1.B1.S1.A2	After examining common formative assessment data, teachers will have an opportunity to learn high-impact strategies from each other during the intervention/enrichment time.	Allen, Keri	8/31/2015	Meeting Notes	6/10/2016 weekly
G1.MA1	Student Academic Data	Allen, Keri	9/14/2015	Common Assessment Data	6/10/2016 monthly
G1.B1.S1.MA1	Monitor student academic data	Reynolds, Mary	9/14/2015	Common Assessment Data	6/10/2016 quarterly
G1.B1.S1.MA1	Classroom Observations	Allen, Keri	9/21/2015	Classroom observations will show use of high impact strategies - as recorded in MyPGS	6/10/2016 semiannually
G1.B2.S1.MA1	Professional conversations and planning during PLCS will be monitored for growth of knowledge	Reynolds, Mary	9/21/2015	Informal notes about the conversations related to standards / observations will be recorded.	6/10/2016 monthly
G1.B2.S1.MA1	The Instructional Coaches will guide the Lead Teachers in developing Professional Development for the teachers.	Allen, Keri	9/18/2015	Sign in sheets for PD opportunities, as well as Lead Committee Minutes	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Walkthrough data will show growth	Reynolds, Mary	10/2/2015	The walkthrough tool will show growth over time.	6/10/2016 quarterly
G1.B1.S2.MA1	District supported walkthroughs will take place.	Reynolds, Mary	10/1/2015	Sign in sheets will be available	6/10/2016 quarterly
G2.MA1	Behavior Referral Data / Attendance Data and Tier 3 student data will be monitored by the "Student Success Team"	Allen, Keri	9/3/2015	Decreased ODR, Decreased significant absences, and Tier 3 student improvement	6/10/2016 monthly
G2.B1.S1.MA1	High impact intervention training will impact student data	Allen, Keri	9/1/2015	Student data will show growth after intervention/enrichment time	6/8/2016 quarterly
G2.B1.S1.MA1	Intervention Professional Development will occur	Allen, Keri	9/1/2015	Sign in sheets	6/8/2016 quarterly
G2.B1.S2.MA1	Student attendance will increase.	Allen, Keri	9/3/2015	Student attendance data	6/10/2016 monthly
G2.B1.S2.MA1	The attendance group will create and implement tiers of support.	Allen, Keri	9/3/2015	Meeting minutes and sign in sheets	6/10/2016 monthly

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. Student achievement will increase in all academic areas, if we collaborate to provide high impact, data-driven instruction using effective strategies while teaching standards rigorously.

G1.B1 Lack of understanding of Marzano's Instructional Framework.

G1.B1.S1 Provide on-site professional development in the framework.

PD Opportunity 1

Teachers will have an opportunity to attend the Framework Training held at Richey Elementary.

Facilitator

Jen Moore

Participants

Voluntary for instructional staff members

Schedule

Weekly, from 9/24/2014 to 10/8/2014

G1.B2 Depth of knowledge in Florida Standards and assessments.

G1.B2.S1 Provide professional development in the standards

PD Opportunity 1

Lead ELA and Math teachers selected from each grade level will attend district training throughout the year.

Facilitator

Office for Teaching and Learning

Participants

One Lead ELA and one Lead Math teacher per grade level have been identified.

Schedule

Quarterly, from 7/16/2015 to 6/10/2016

G2. If we utilize time, staff, and resources to develop core, supplemental, and intensive, targeted interventions (academic, behavior, attendance), we will improve student achievement.

G2.B1 Lack of understanding of quality interventions (academic, behavioral, attendance)

G2.B1.S1 Provide professional development and coaching for the development of quality interventions.

PD Opportunity 1

Quality intervention professional development and coaching

Facilitator

Heather Ware / Misty McClain

Participants

All RES Instructional Staff Members

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

G2.B1.S2 Develop and implement a three-tiered attendance plan.

PD Opportunity 1

The Attendance Committee will develop and implement a three tiered system of support.

Facilitator

Keri Allen

Participants

RES Staff

Schedule

Monthly, from 9/3/2015 to 6/10/2016

Technical Assistance Items

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

G1. Student achievement will increase in all academic areas, if we collaborate to provide high impact, data-driven instruction using effective strategies while teaching standards rigorously.

G1.B1 Lack of understanding of Marzano's Instructional Framework.

G1.B1.S2 All instructional staff will collectively commit to the school-wide priority that clearly defines best instructional practices. All teachers will be held accountable for using best instructional strategies.

PD Opportunity 1

Richey staff will collectively commit (and hold each other accountable) to the school priority of using high quality/rigorous standards based instruction.

Facilitator

Keri Allen

Participants

All teacher teams

Schedule

Annually, from 8/17/2015 to 6/10/2016