

Pasco County Schools

Richey Elementary School



2016-17 Schoolwide Improvement Plan

Richey Elementary School

6850 ADAMS ST, New Port Richey, FL 34652

<https://res.pasco.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	C*	D	C

**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 was approved by the Pasco County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Richey Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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 Points" exhibiting positive behavior. The points 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 will focus our behavior related professional development on relationship building.

d. 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.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Our district data-base houses the Early Warning System information.

The indicators include the following:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or Mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	22	28	19	16	27	10	0	0	0	0	0	0	0	122	
One or more suspensions	3	2	5	4	13	7	0	0	0	0	0	0	0	34	
Course failure in ELA or Math	14	3	15	37	34	11	0	0	0	0	0	0	0	114	
Level 1 on statewide assessment	0	0	0	30	54	37	0	0	0	0	0	0	0	121	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	3	3	7	27	39	13	0	0	0	0	0	0	0	92	

c. 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 meets 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.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. 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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Allen, Keri	Principal
Reynolds, Mary	Assistant Principal

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Heather Ware	Teacher
Misty McClain	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

b. Duties

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

a. 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.

b. 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.

c. 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.

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

The funds were divided equally among five different areas \$593.36: Student Services, Art, PE, Clinic, Core Behavior Program

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Allen, Keri	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. They will conduct needs assessments, identify next steps for professional development and coaching for teachers. This group will attend professional development, engage in book studies, and help make literacy related decisions. This will allow for focused and differentiated professional development across the school.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. 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 guiding PLC questions. This work begins with a focus on step zero, creating norms that will help them to become highly functioning teams and how they will address the

norms that are 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.

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

Applicants are thoroughly screened in the to identify the candidates with the highest potential. New teachers are provided mentor teachers to assist them, and a new to Richey group provides support for those new to the school. High quality professional development is provided to all instructional employees.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. 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 invited to attend a four day "Kinder Camp" to prepare them for the start of 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.

b. College and Career Readiness

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

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

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

4. 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.

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

 = 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G083354

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Not achieving rigor with instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Practice Guide
- Regional Team Support Instructional Coaches - Learning Design Coach, ITC - Math Coach, ITC - Literacy Coach ReadyGen, State Standards, IRLA, Marzano Framework, PLC Facilitators Training, Canvas Elementary Learning Network
- PLC Unit planning and unpacking standards

Plan to Monitor Progress Toward G1. 8

Student Academic Data

Person Responsible

Keri Allen

Schedule

Monthly, from 9/30/2016 to 5/30/2017

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

G083355

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0
Discipline incidents	190.0
Math Achievement District Assessment	65.0
ELA Achievement District Assessment	65.0

Targeted Barriers to Achieving the Goal 3

- Limited understanding of how to plan, implement and monitor high impact, interventions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Student Services Team
- Tough Kids Toolbox by William Jenson
- IRLA Foundational Kits
- Guidance Counselor
- Social Worker
- District level MTSS training

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 9/30/2016 to 5/30/2017

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

 = 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

G083354

G1.B1 Not achieving rigor with instruction. 2

B220903

G1.B1.S1 Provide professional development in the rigor of the standards 4

S233236

Strategy Rationale

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

Action Step 1 5

Attend Standards Institute

Person Responsible

Keri Allen

Schedule

On 7/15/2016

Evidence of Completion

Agendas and notes from participant sessions

Action Step 2 5

Rigor Walkthroughs Using Instructional Practice Guides

Person Responsible

Keri Allen

Schedule

Quarterly, from 8/8/2016 to 5/30/2017

Evidence of Completion

Google Survey / IPG Summaries

Action Step 3 5

Use Evidence from Walkthroughs to Prioritize Professional Development

Person Responsible

Keri Allen

Schedule

Quarterly, from 9/30/2016 to 5/30/2017

Evidence of Completion

Google Survey / Sign In sheets

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

The Instructional Coaches will Deliver Professional Development and Provide Follow Up Coaching Cycles as Needed

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 Coaching Logs

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

Instructional Practice Guide Walkthroughs

Person Responsible

Mary Reynolds

Schedule

Quarterly, from 10/27/2016 to 5/30/2017

Evidence of Completion

The Instructional Practice Guide / Google Survey will show an increase in classrooms with rigor

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

G083355

G2.B1 Limited understanding of how to plan, implement and monitor high impact, interventions. 2

B220904

G2.B1.S1 Attend the MTSS Training and the Learning Symposium and provide professional development 4

S233237

Strategy Rationale

When there is conceptual understanding, implementation and monitoring is more like to occur.

Action Step 1 5

Quality intervention professional development and coaching

Person Responsible

Keri Allen

Schedule

Monthly, from 9/30/2016 to 5/30/2017

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

PLC Smart Goals / Tier 3 Intervention Logs

Person Responsible

Keri Allen

Schedule

Monthly, from 9/30/2016 to 5/30/2017

Evidence of Completion

PLC Smart Goals / Tier 3 Intervention Logs / Sign in Sheets for PD

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

Student Achievement Data

Person Responsible

Keri Allen











Schedule

Monthly, from 9/30/2016 to 5/30/2017

Evidence of Completion

Increase in student achievement / academic gaps closing

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1  M303096	The Instructional Coaches will Deliver Professional Development and Provide Follow Up Coaching...	Allen, Keri	9/18/2015	Sign in sheets for PD opportunities, as well as Coaching Logs	6/10/2016 monthly
G1.B1.S1.A1  A298846	Attend Standards Institute	Allen, Keri	7/11/2016	Agendas and notes from participant sessions	7/15/2016 one-time
G1.MA1  M303097	Student Academic Data	Allen, Keri	9/30/2016	Common Assessment Data	5/30/2017 monthly
G2.MA1  M303100	Behavior Referral Data / Attendance Data and Tier 3 student data will be monitored by the "Student...	Allen, Keri	9/30/2016	Decreased ODR, Decreased significant absences, and Tier 3 student improvement	5/30/2017 monthly
G1.B1.S1.MA1  M303095	Instructional Practice Guide Walkthroughs	Reynolds, Mary	10/27/2016	The Instructional Practice Guide / Google Survey will show an increase in classrooms with rigor	5/30/2017 quarterly
G1.B1.S1.A2  A298847	Rigor Walkthroughs Using Instructional Practice Guides	Allen, Keri	8/8/2016	Google Survey / IPG Summaries	5/30/2017 quarterly
G1.B1.S1.A3  A298848	Use Evidence from Walkthroughs to Prioritize Professional Development	Allen, Keri	9/30/2016	Google Survey / Sign In sheets	5/30/2017 quarterly
G2.B1.S1.MA1  M303098	Student Achievement Data	Allen, Keri	9/30/2016	Increase in student achievement / academic gaps closing	5/30/2017 monthly
G2.B1.S1.MA1  M303099	PLC Smart Goals / Tier 3 Intervention Logs	Allen, Keri	9/30/2016	PLC Smart Goals / Tier 3 Intervention Logs / Sign in Sheets for PD	5/30/2017 monthly
G2.B1.S1.A1  A298849	Quality intervention professional development and coaching	Allen, Keri	9/30/2016	Meeting agendas, data analysis, and problem solving notes. A decrease in referrals, increase in attendance rates.	5/30/2017 monthly

V. 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 Not achieving rigor with instruction.

G1.B1.S1 Provide professional development in the rigor of the standards

PD Opportunity 1

Attend Standards Institute

Facilitator

UnBoundEd / Kate Gerson

Participants

Principal

Schedule

On 7/15/2016

PD Opportunity 2

Use Evidence from Walkthroughs to Prioritize Professional Development

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Quarterly, from 9/30/2016 to 5/30/2017

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 Limited understanding of how to plan, implement and monitor high impact, interventions.

G2.B1.S1 Attend the MTSS Training and the Learning Symposium and provide professional development

PD Opportunity 1

Quality intervention professional development and coaching

Facilitator

Heather Ware / Barbara Morgan

Participants

All RES Instructional Staff Members

Schedule

Monthly, from 9/30/2016 to 5/30/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Attend Standards Institute	\$0.00
2	G1.B1.S1.A2	Rigor Walkthroughs Using Instructional Practice Guides	\$0.00
3	G1.B1.S1.A3	Use Evidence from Walkthroughs to Prioritize Professional Development	\$0.00
4	G2.B1.S1.A1	Quality intervention professional development and coaching	\$0.00
Total:			\$0.00