

Pasco County Schools

Richey Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Richey Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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. Each teacher facilitates classroom meetings three times per week. The meetings focus on school expectations and relationship building. 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 "Paw Points" for 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 continue our focus 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 of 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 "School Intervention 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 Intervention Team to provide additional interventions and to monitor the data closely.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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. 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

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

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
Terri Funseth	Parent
Jeane Ann Lewis	Business/Community
Eirene Mathews	Parent
Stephanie Pascalli	Business/Community
Kevin Pazourek	Business/Community
Keri Allen	Principal
Ginger Marcel	Teacher
Tiffany Beaudry	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 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 Year

Minutes added to school year:

This program is for students in grades 1 and 3 for additional instruction in Literacy. Students will be identified based on previous retentions, as well as their state standardized test scores. Teachers will engage students in 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** If we cultivate a positive culture that promotes collaboration and relationships among and between staff, parents and students, then engagement and achievement will increase.
- G2.** Student achievement will increase in all academic areas, if we collaborate to provide high impact instruction while teaching standards rigorously.
- G3.** If we regularly analyze and interpret data to make informed instructional decisions and provide tiered interventions, then student achievement will increase.

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. If we cultivate a positive culture that promotes collaboration and relationships among and between staff, parents and students, then engagement and achievement will increase. 1a

G096361

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	3.86
Discipline incidents	230.0

Targeted Barriers to Achieving the Goal 3

- There is a need to develop stronger relationships throughout the school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Sunny Hall, Crisis Center of Tampa Bay
- SSAP, SD Instructional Assistant
- "The Morning Meeting" Book
- "Trauma Informed Schools" Book
- "Reaching the Wounded Student" Book
- Student Services Team / Administration

Plan to Monitor Progress Toward G1. 8

The School Leadership Team will monitor Office Discipline Referrals.

Person Responsible

Keri Allen

Schedule

Monthly, from 9/30/2017 to 5/31/2018

Evidence of Completion

Meeting Minutes / Agendas / ODR Data

G2. Student achievement will increase in all academic areas, if we collaborate to provide high impact instruction while teaching standards rigorously. 1a

G096362

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

- Varying understanding of how to plan for daily, rigorous instruction
- Hesitancy to award points to students in IRLA

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Practice Guide
- District Level Team Support Instructional Coaches - Learning Design Coach, ITC - Math Coach, ITC - Literacy Coach ReadyGen, State Standards, IRLA, , Canvas Elementary Learning Network
- PLC Unit planning and unpacking standards

Plan to Monitor Progress Toward G2. 8

Student Academic Data

Person Responsible

Keri Allen

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Regular comprehension checks and quarterly checks will be analyzed for student growth.

G3. If we regularly analyze and interpret data to make informed instructional decisions and provide tiered interventions, then student achievement will increase. 1a

 G096363

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

- Lack of consistency and fidelity of data collection

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches / Intervention Teachers
- Student Services Team
- District level MTSS Support People

Plan to Monitor Progress Toward G3. 8

The School Leadership Team will analyze quarterly student data.

Person Responsible

Keri Allen

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Quarterly Check Data

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. If we cultivate a positive culture that promotes collaboration and relationships among and between staff, parents and students, then engagement and achievement will increase. **1**

 G096361

G1.B1 There is a need to develop stronger relationships throughout the school. **2**

 B259284

G1.B1.S1 We will provide professional development around Trauma Informed Care. **4**

 S274625

Strategy Rationale

When staff members become better informed about the effects of trauma and vicarious trauma, they will better be able to support each other and students.

Action Step 1 **5**

We will have professional development around Trauma Informed Care.

Person Responsible

Keri Allen

Schedule

Quarterly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Sign in sheets

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

The Student Services Team will meet monthly to discuss and plan for additional, necessary training.

Person Responsible

Keri Allen

Schedule

Monthly, from 7/17/2017 to 5/31/2018

Evidence of Completion

Meeting Minutes / Agendas

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

The Student Services Team will conduct a staff survey.

Person Responsible

Keri Allen

Schedule

Quarterly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Survey

G1.B1.S2 All classroom teachers will implement a morning meeting. 4

 S274626

Strategy Rationale

When relationships are strengthened, a focus on learning is more likely to occur.

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G2. Student achievement will increase in all academic areas, if we collaborate to provide high impact instruction while teaching standards rigorously. 1

G096362

G2.B1 Varying understanding of how to plan for daily, rigorous instruction 2

B259285

G2.B1.S1 Provide professional development and coaching in the rigor of the standards 4

S274627

Strategy Rationale

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

Action Step 1 5

Professional development for daily planning/preparing to meet students' needs.

Person Responsible

Keri Allen

Schedule

On 8/4/2017

Evidence of Completion

Lesson plans will outline rigorous student work and participation techniques.

Action Step 2 5

Rigor Walkthroughs Using Instructional Practice Guides

Person Responsible

Keri Allen

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

IPG Summaries

Action Step 3 5

Use Evidence from Walkthroughs to Prioritize Professional Development

Person Responsible

Keri Allen

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Sign In sheets

Plan to Monitor Fidelity of Implementation of G2.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 8/2/2017 to 5/31/2018

Evidence of Completion

Sign in sheets for PD opportunities, as well as Coaching Logs

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

Instructional Practice Guide Walkthroughs

Person Responsible

Keri Allen

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

The Instructional Practice Guide Data will show an increase in classrooms with rigor.

G2.B1.S2 Provide professional development and coaching around IRLA. 4

 S274628

Strategy Rationale

When teachers are more comfortable awarding points, students will be reading more complex text independently.

Action Step 1 5

Professional development and coaching around IRLA will be given. Teachers will also be identified for additional support using the IRLA Levels Checks.

Person Responsible

Keri Allen

Schedule

Quarterly, from 6/1/2017 to 5/31/2018

Evidence of Completion

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

Monthly coaching meetings will focus on IRLA coaching and support.

Person Responsible

Keri Allen

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Coaching logs

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

Teachers will examine student IRLA growth each month.

Person Responsible

Keri Allen

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student IRLA Growth Data Trackers will be used to track student growth.

G3. If we regularly analyze and interpret data to make informed instructional decisions and provide tiered interventions, then student achievement will increase. 1

 G096363

G3.B1 Lack of consistency and fidelity of data collection 2

 B259287

G3.B1.S1 All instructional staff and support staff will be held accountable for implementing and monitoring tier 2 and tier 3 interventions as necessary. 4

 S274630

Strategy Rationale

When closely monitoring data to ensure that all students are learning, student achievement will increase.

Action Step 1 5

Professional development around data collection and analysis will take place.

Person Responsible

Keri Allen

Schedule

Semiannually, from 9/1/2017 to 5/31/2018

Evidence of Completion

Action Step 2 5

The School Intervention Team will meet to identify students in need of tier 3 supports.

Person Responsible

Keri Allen

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Tier 3 data will be submitted to intervention teachers weekly.

Person Responsible

Keri Allen

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Progress monitoring/data tracking will be examined weekly to ensure fidelity of implementation based on attendance and student growth.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The School Intervention Team will meet weekly to analyze student data to ensure that adequate supports are in place.

Person Responsible

Keri Allen

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student Data Tracking Sheets will be available and updated regularly on One Drive.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A1  A368664	Professional development for daily planning/preparing to meet students' needs.	Allen, Keri	8/2/2017	Lesson plans will outline rigorous student work and participation techniques.	8/4/2017 one-time
G1.MA1  M396370	The School Leadership Team will monitor Office Discipline Referrals.	Allen, Keri	9/30/2017	Meeting Minutes / Agendas / ODR Data	5/31/2018 monthly
G2.MA1  M396375	Student Academic Data	Allen, Keri	9/1/2017	Regular comprehension checks and quarterly checks will be analyzed for student growth.	5/31/2018 monthly
G3.MA1  M396378	The School Leadership Team will analyze quarterly student data.	Allen, Keri	9/1/2017	Quarterly Check Data	5/31/2018 monthly
G1.B1.S1.MA1  M396368	The Student Services Team will conduct a staff survey.	Allen, Keri	8/3/2017	Survey	5/31/2018 quarterly
G1.B1.S1.MA1  M396369	The Student Services Team will meet monthly to discuss and plan for additional, necessary training.	Allen, Keri	7/17/2017	Meeting Minutes / Agendas	5/31/2018 monthly
G1.B1.S1.A1  A368663	We will have professional development around Trauma Informed Care.	Allen, Keri	8/3/2017	Sign in sheets	5/31/2018 quarterly
G2.B1.S1.MA1  M396371	Instructional Practice Guide Walkthroughs	Allen, Keri	9/1/2017	The Instructional Practice Guide Data will show an increase in classrooms with rigor.	5/31/2018 quarterly
G2.B1.S1.MA1  M396372	The Instructional Coaches will Deliver Professional Development and Provide Follow Up Coaching...	Allen, Keri	8/2/2017	Sign in sheets for PD opportunities, as well as Coaching Logs	5/31/2018 monthly
G2.B1.S1.A2  A368665	Rigor Walkthroughs Using Instructional Practice Guides	Allen, Keri	9/1/2017	IPG Summaries	5/31/2018 quarterly
G2.B1.S1.A3  A368666	Use Evidence from Walkthroughs to Prioritize Professional Development	Allen, Keri	9/1/2017	Sign In sheets	5/31/2018 quarterly
G3.B1.S1.MA1  M396376	The School Intervention Team will meet weekly to analyze student data to ensure that adequate...	Allen, Keri	9/1/2017	Student Data Tracking Sheets will be available and updated regularly on One Drive.	5/31/2018 weekly
G3.B1.S1.MA1  M396377	Tier 3 data will be submitted to intervention teachers weekly.	Allen, Keri	9/1/2017	Progress monitoring/data tracking will be examined weekly to ensure fidelity of implementation based on attendance and student growth.	5/31/2018 weekly
G3.B1.S1.A1  A368668	Professional development around data collection and analysis will take place.	Allen, Keri	9/1/2017		5/31/2018 semiannually
G3.B1.S1.A2  A368669	The School Intervention Team will meet to identify students in need of tier 3 supports.	Allen, Keri	9/1/2017		5/31/2018 weekly
G2.B1.S2.MA1  M396373	Teachers will examine student IRLA growth each month.	Allen, Keri	9/1/2017	Student IRLA Growth Data Trackers will be used to track student growth.	5/31/2018 monthly
G2.B1.S2.MA1  M396374	Monthly coaching meetings will focus on IRLA coaching and support.	Allen, Keri	9/1/2017	Coaching logs	5/31/2018 monthly
G2.B1.S2.A1  A368667	Professional development and coaching around IRLA will be given. Teachers will also be identified...	Allen, Keri	6/1/2017		5/31/2018 quarterly

V. Professional Development Opportunities

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

G1. If we cultivate a positive culture that promotes collaboration and relationships among and between staff, parents and students, then engagement and achievement will increase.

G1.B1 There is a need to develop stronger relationships throughout the school.

G1.B1.S1 We will provide professional development around Trauma Informed Care.

PD Opportunity 1

We will have professional development around Trauma Informed Care.

Facilitator

Sunny Hall / Administration / Student Services Team

Participants

All staff

Schedule

Quarterly, from 8/3/2017 to 5/31/2018

G2. Student achievement will increase in all academic areas, if we collaborate to provide high impact instruction while teaching standards rigorously.

G2.B1 Varying understanding of how to plan for daily, rigorous instruction

G2.B1.S1 Provide professional development and coaching in the rigor of the standards

PD Opportunity 1

Professional development for daily planning/preparing to meet students' needs.

Facilitator

Keri Allen / Danielle Varcadipone

Participants

Instructional Staff

Schedule

On 8/4/2017

PD Opportunity 2

Use Evidence from Walkthroughs to Prioritize Professional Development

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

G2.B1.S2 Provide professional development and coaching around IRLA.

PD Opportunity 1

Professional development and coaching around IRLA will be given. Teachers will also be identified for additional support using the IRLA Levels Checks.

Facilitator

Instructional Trainer Coach for Literacy and Learning Design Coach

Participants

Instructional Staff

Schedule

Quarterly, from 6/1/2017 to 5/31/2018

G3. If we regularly analyze and interpret data to make informed instructional decisions and provide tiered interventions, then student achievement will increase.

G3.B1 Lack of consistency and fidelity of data collection

G3.B1.S1 All instructional staff and support staff will be held accountable for implementing and monitoring tier 2 and tier 3 interventions as necessary.

PD Opportunity 1

Professional development around data collection and analysis will take place.

Facilitator

Learning Design Coach / Intervention Teacher / Psychologist

Participants

Instructional Staff

Schedule

Semiannually, from 9/1/2017 to 5/31/2018

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	We will have professional development around Trauma Informed Care.	\$0.00
2	G2.B1.S1.A1	Professional development for daily planning/preparing to meet students' needs.	\$0.00
3	G2.B1.S1.A2	Rigor Walkthroughs Using Instructional Practice Guides	\$0.00
4	G2.B1.S1.A3	Use Evidence from Walkthroughs to Prioritize Professional Development	\$0.00
5	G2.B1.S2.A1	Professional development and coaching around IRLA will be given. Teachers will also be identified for additional support using the IRLA Levels Checks.	\$0.00
6	G3.B1.S1.A1	Professional development around data collection and analysis will take place.	\$0.00
7	G3.B1.S1.A2	The School Intervention Team will meet to identify students in need of tier 3 supports.	\$0.00
Total:			\$0.00