Columbia County School District

# Richardson Sixth Grade Academy

## 2017-18 Schoolwide Improvement Plan

# Richardson Sixth Grade Academy

646 SE PENNSYLVANIA ST, Lake City, FL 32025

http://rsga.columbiak12.com/

## 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) |
|---|---|---|
| Middle School 6 | Yes | 100% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 40% |

## School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Grade | D | C | 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 was approved by the Columbia County School Board on 11/28/2017.

## 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 Richardson Sixth Grade Academy

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Northeast - Cassandra Brusca | - N/A |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

**a. Provide the school's mission statement.**

Richardson Sixth Grade Academy encourages student achievement and strives to meet the diverse needs of our students in a safe and supportive environment.

**b. Provide the school's vision statement.**

Richardson Sixth Grade Academy will provide a pathway to success for all students by preparing them to become college and career ready so they can be positive contributors to society.

### 2. School Environment

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

Richardson Sixth Grade Academy (RSGA) promotes instruction that is built on students' out-of-school experiences, as well as state standards. Teachers allow students to use their experiences as the starting points for learning. The building of the knowledge base of our students is encouraged and promoted, allowing teachers, faculty, and staff to learn more about students' home cultures.

RSGA utlizes student ambassadors from every elementary school in Columbia County to represent all students. They serve as a medium for students to communicate their ideas through people they have preexisting relationships with. The school also hosts events to give our diverse student body the opportunity to blend as a cohort, building relationships with people they have not previously encountered. Richardson Sixth Grade Academy students are divided into academic teams, utilizing the team approach so that students have the opportunity to establish bonds with a specific group of teachers and peers.

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

Richardson Sixth Grade Academy adheres to the Columbia County School Board Code of Student Conduct to promote the safety and well-being of all students. We also enforce the CCSB Anti-bullying and Harassment Policies and Procedures that support zero tolerance for these behaviors.

Students are greeted with friendly faces and smiles from faculty and staff members of RSGA. All personnel serve in established roles outlined by the leadership team of Richardson Sixth Grade Academy. A Crisis Response Team meets and plans periodically. The Crisis Response Plan has been communicated to all teachers and staff and is practiced and carried out when crisis situations arise.

**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.**

A set of established routines and procedures has been established as a part of the organization of Richardson Sixth Grade Academy. An organization and structure is in place from the time that students enter the campus until they leave each day ensuring the safety of our students while they

are on-campus. All students are required to use Agenda Planners according to established guidelines. The student handbook is located in the student planner. Students are held accountable for the maintenance of their planners, and for following guidelines outlined in the student planner. Planners travel with students whenever they are on campus. The planners also serve as a medium of communication between school and families.

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

**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.**

Richardson Sixth Grade Academy (RSGA) provides a sense of safety while fostering positive relationships among adults and students. This is done by providing students with access to mental health supports, counselors, and youth-development opportunities. Students who need various supports are provided with accommodations based on their individual needs. Teacher Teams meet frequently to discuss students' needs, including social-emotional needs, brainstorming ideas to help to ensure student success. Richardson Sixth Grade Academy also embraces and promotes the diversity of our students and encourages activities that allow for all students to make connections to their everyday lives.

### 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.**

As students approach the level of truancy, they are then tracked by the Truancy Intervention Partnership Program initiated by the Columbia County School District. We also have a MTSS system in place that helps us identify those students that have a high number of discipline issues. Richardson Sixth Grade Academy's CHAMPS program allows for behavioral modification plans and instructional support. Intensive Reading and Math Tier 2 instruction is provided for those students needing remediation as a result of earning a Level 1 on a statewide, standardized assessment.

Teachers and administrators have access to cumulative information through electronic means (FOCUS Online System) and cumulative folders in order to gather information about students.

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 0 | 0 | 0 | 0 | 0 | 0 | 105 |

***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 | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |

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

For the 2017-2018 school year, Richardson Sixth Grade Academy will employ a variety of measures to provide an accurate system for tracking and monitoring Early Warning Signs for students. The following strategies will be utilized: FOCUS System for reports and tracking, CHAMPS behavioral procedures, use of iReady diagnostics and remediation systems for reading and math, Leveled Literacy Intervention, tutoring offered during the school day and after school.

Richardson Sixth Grade Academy will also provide additional support to students through establishment of mentoring relationships. Mentoring will be offered to students who perform in the bottom quartile on statewide assessments. This will include students with disabilities, ESL students and migrant students.

## 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/469751.

***2. Description***

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

**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.**

At Richardson Sixth Grade Academy, we strive to engage parents and community members in a variety of activities designed to build relationships with all stakeholders. We encourage our community members to be involved in the decision making process through our school volunteer program, speaker/ mentoring programs, School Advisory Council and our Parent Teacher Organization. Throughout the school year, information is given to parents through newsletters, the school's website, School Messenger automated phone call system, a variety of social media platforms, parent/teacher conferences, Orientation, Open House, Title I Annual Meetings, the RSGA digital sign at the school's entrance, and the Lake City Reporter.
Annually, we solicit responses from parents through anonymous surveys. One of the most positive responses from the survey each year is that parents feel welcome at our school (93% on the most recent

survey). The information gathered from this survey, along with parent contact through varying mediums (phone, email, social media platforms, conversations gathered at school events), is used to gauge interest levels regarding planned academic opportunities. We place an emphasis on meeting the diverse needs of our students. Since we have a very large percentage of students that are socioeconomically disadvantaged, we are able to provide free breakfast and lunch to all students through a federal grant received by the Columbia County School District.

## 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 |
|---|---|
| Judkins, Sonya | Principal |
| Carter, Ed | Assistant Principal |
| Miller, Wampannaga | Instructional Coach |
| Kelly, Narvette | Administrative Support |
| Garbett, Lisa | School Counselor |
| Folsom, Laura | Administrative Support |

**b. Duties**

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

Mrs. Sonya Judkins- Principal
Mr. Ed Carter - Assistant Principal- Academics and Guidance
Mrs. Laura Folsom- Teacher on Assignment - Discipline
Ms. Narvette Kelly- Curriculum Resource Teacher
Mrs. Wampanaga Miller- Instructional Coach
Mrs. Lisa Garbett - Guidance Counselor

***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.***

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

Basic Title I funding and funding from our Title I School Improvement Grant are currently being used to support student achievement through remediation and behavior interventions through the hiring of tutors during the school year, Instructional Coach, a school-based summer enrichment program and CHAMPS Professional Development. A Title III grant supports the academic and social needs of our students who are limited in their English proficiency. Translators are provided for parents of students who have not mastered the English language.

Title V funds are used to fund supplemental resources to support student achievement, including the Study Island program, and the hiring of additional tutors. Instructional Coaches monitor the effectiveness of these resources and the site-based Curriculum Resource Teacher and Media Specialist each maintain an inventory of supplemental resources purchased for instructional use. Title II funds support the professional development of teachers, administrators and staff members so that all members of the school body will be equipped to meet the diverse needs of our students.

The school site provides Health Resolution therapists who offer assistance to students who have been identified through MTSS as having anger management problems and other problems that hinder academic development & achievement.

Our school qualifies to provide all students with free breakfast and lunch for the school year. The school offers career and technical elective classes along with career and technical explorations.

Research has shown that the learning experiences of students can be negatively impacted due to malnourishment. All students at Richardson Sixth Grade Academy receive free breakfast and lunch as a part a federal nutrition grant that the Columbia County School District has received. This eliminates a barrier to students who are coming from families where finances are a concern. RSGA's Agriscience program grows fresh produce that is donated to families living in poverty. RSGA also has a Backpack for Food program in partnership with churches and other organizations in the community. This program provides food for families on Friday afternoons so that children living in poverty can be nourished while they are away from school on weekends.

Title I, Part C- Migrant
The Title I, Part C- Migrant Education Program (MEP) will closely monitor migrant student progress at each school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liason between the student's family and school.

Title II
Professional development in accordance with the District plan.

Title V
Software that supports standards instruction, PD for collaborative learning through data analysis, Algebra Boot Camp, VPK supplemental instructional materials and programs

Title X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

## 2. School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| Tangula Brooks | Parent |
| Lara Clayton | Parent |
| Shannon Durrance | Parent |
| Michael Engle | Parent |
| Laura Folsom | Teacher |
| Soo-Ling Hardman | Parent |
| Tabatha Hudson | Parent |
| Narvette Kelly | Teacher |
| Kembrayshia Lee | Parent |
| Jade McGhghy | Teacher |
| Deborah Milton | Teacher |
| Hannah Roberts | Education Support Employee |
| Antonia Robinson | Business/Community |
| Jessica Rodriguez | Parent |
| Tamera Rountree | Teacher |
| Joshlyn Tillman | Parent |
| April Vinson | 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*

SAC meets to review the state testing data from the previous school year, discuss strategies being used for the school year in classrooms, and discuss instructional strategies/planning. The committee also makes recommendations and suggestions concerning our School Improvement Plan and its implementation.

*b. Development of this school improvement plan*

SAC committee meets to look at testing data obtained during the 2016-17 school year and discusses strategies being used for the school year in classrooms, instructional strategies/planning. They are asked to give comments and suggestions for the plan. Upon review of the 2017-2018 plan, constructive feedback obtained from the review of the school improvement plan will be utilized in making revisions to the plan.

*c. Preparation of the school's annual budget and plan*

The SAC committee met at the end of the 2017-2018 school year to address the school's budget. The committee made recommendations to the school's leadership team accordingly.

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

Student Planners for all students $1,892.16 (Budgeted: $2,000.00)
Fall Festival & Educational Showcase $128.93 (Budgeted: $250.00)

Smart Music $280.00 (Budgeted: $200.00)
Positive Press items $100.00 (Budgeted: $100.00)

***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 |
|---|---|
| Judkins, Sonya | Principal |
| Hagler, Lucinda | Teacher, K-12 |
| Miller, Wampannaga | Instructional Coach |
| McFeely, Jade | Teacher, K-12 |
| Jarrell, Cynthia | Teacher, K-12 |
| Fowler, Susie | Teacher, K-12 |
| Folsom, Laura | Administrative Support |

**b. Duties**

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

Richardson Sixth Grade Academy's Literacy Leadership Team will continue to promote reading and writing throughout the curriculum in all subject areas. The team will also further investigate best practices for implementing and increasing the use of academic vocabulary in all curricular areas. This will improve student proficiency in both reading and writing.

## 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.**

All teachers within respective departments share a common plan time daily at Richardson Sixth Grade Academy (RSGA). The common planning time provides opportunities for teachers to collaborate regarding lessons, activities, strategies, and further integrate instruction. This supports vertical alignment of core subjects. Teachers also meet with their teams across content areas to engage in progress monitoring and cross-curricular collaboration. The instructional coach meets with the departments during the common plan time to offer support, feedback, and suggestions for improvement. The instructional coach continually reviews common assessment data with all teachers to help guide remediation to meet the needs of all students. The coach participates in monthly district-wide meetings with other instructional coaches to plan for professional development based on needs at their respective schools. If critical areas of need are identified, coaches have the flexibility to work with teachers who need intense remedial support. This feedback from coaches, as well as administration, helps to create ongoing data

driven, standards based instruction geared towards student achievement. Designation as a Title I school allows RSGA to have a Curriculum Resource Teacher who provides additional learning resources.

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

District level coordination of participation in collegiate level Job Fairs through Human Resources Department
Beginning Teacher Program: District Human Resources Department
School level mentors assigned to new teachers: Principal
EPI Program: Florida Gateway College
Teacher Leader opportunities: Principal and Administrative Staff
Coordinating Placement of Teachers in Curriculum Areas based on criteria of Student Loan Forgiveness Programs

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

School site: New teachers are paired for mentoring with experienced teachers prior to the beginning of the teaching assignment. The coaches, mentors and resource teachers provide support as directed by administration. The new teachers meet with mentors frequently to collaborate, share best practices, reflect, and analyze student data. Each grade team has an assigned team leader that provides support and guidance. District level professional developments are scheduled periodically throughout the year to address instructional needs.

## 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.***

For the 2017-2018 school year, the administration at Richardson Sixth Grade Academy will place an increased emphasis on improving the quality and efficiency of classroom instruction. During the summer of 2017, teachers met to revise pacing guides and create common assessments. Teachers will continue to receive additional professional development on how to design quality lesson plans derived directly from the Florida
Standards. Student mastery of these benchmarks will be monitored through the use of several types of progress monitoring activities including, but not limited to: iReady, Unify, and common teacher created assessments.

#### 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.***

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

or in a small group setting. The administrative team will also ensure that cross-curricular instruction will occur on each academic team. In addition, Richardson Sixth Grade Academy will collaborate with all local elementary schools and with Lake City Middle School to align instruction based on the Florida Standards.

***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:** 2,035

Richardson Sixth Grade Academy has a six-period academic day, with each class consisting of at least a fifty-five minute instructional period. Students have three minutes of transition between classes, maximizing instructional time with students.

***Strategy Rationale***

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

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***
Judkins, Sonya, judkinss@columbiak12.com

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

Progress Monitoring Assessments, Report Card grades
Analysis is accomplished through Data Chats and Data Analysis Workshops in teacher teams and leadership team meetings during the school year.

**Strategy:** After School Program

**Minutes added to school year:** 18,720

Richardson Sixth Grade Academy will provide an after school program with a S.T.E.M. emphasis. Students will be able to receive homework assistance and tutoring while enjoying S.T.E.M. related activities. Bus transportation will be offered for families who are unable to participate otherwise.

***Strategy Rationale***

RSGA's after school program will expose and enrich the academic experience of all students, including lowest quartile, low-income, ELL, migrant students and Students with Disabilities.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***
Miller, Wampannaga, millerw@columbiak12.com

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

Progress Monitoring Assessments, iReady Diagnostics, Report Card grades

## 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.***

Meeting the academic needs of each individual student is a constant focus. Currently, Richardson Sixth Grade Academy offers advanced courses in mathematics and language arts to enrich the academic experiences of students in those subject areas. Richardson Sixth Grade Academy utilizes agenda planners in order to establish student accountability, and as a medium for maintaining consistent communication with families. Interactive notebooks are used in classrooms to allow students to actively engage in the educational process. The notebook also serves as a cumulative portfolio of each student's work. Organizational strategies are being utilized school-wide. We offer qualified students the opportunity to participate in the Cambridge program. In this program, students have opportunities to engage in more project-based activities. The program prepares students to continue the Cambridge experience at Lake City Middle School, and beyond.

Additionally, Richardson Sixth Grade Academy offers a summer 'Red Carpet Event' that gives incoming 6th graders the chance to get acclimated to the campus before the school year begins. The school also offers a Summer Enrichment Camp during the summer for incoming sixth graders. Students moving from sixth to seventh grade are also invited to attend. Richardson Sixth Grade Academy is in constant contact with feeder schools to ensure that the needs of our transitioning students are being met. Mrs. Judkins, Richardson Sixth Grade Academy's principal, visits all elementary schools served by the school in order to introduce students to the sixth grade experience. As students prepare to transition to middle school, middle school administrators and counselors come to our campus to prepare our students for the transition.

### 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.***

Richardson Sixth Grade offers courses in Agriscience and STEM (Science, Technology, Engineering, Mathematics) exploration. These courses have the flexibility within their curriculum and standards to address a wide range of topics from practical hands-on concepts connected to careers in each domain to teaching students the importance of developing "soft" employability skills. Students that are in our ACCESS courses will participate in activities that promote self-sufficiency skills. The acquired skills will allow them to be productive members of our community and society. Our ACCESS students are engaged in elective courses so they can have more interaction with their non-disabled peers.

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

Richardson Sixth Grade Academy offers the following courses to facilitate college and career readiness:
Life Skills for Students with Special Needs
Science Technology Engineering and Mathematics (STEM) Program courses
Learning Strategies course for Students with Disabilities
Introduction to Agriscience

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

NA

***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.***

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

## 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.

The 2017-2018 cohort of sixth grade students demonstrated lower performance on the FL Standards Assessments than their 2016-2017 counterparts. Overall, students at Richardson Sixth Grade Academy showed stronger proficiency in Mathematics than in Language Arts on the Grade 5 Florida Standards Assessments. A huge gap exists between the Language Arts performance and Mathematics performance on the FSAs, hence the strong emphasis we will place on reading during the 2017-2018 school year with all subgroups of students, including providing enrichment for advanced students and students in the Cambridge program. In relation to our stakeholders, data from the Title I 2016-2017 Parent Involvement Survey results show that overall, the majority of parent respondents have a positive overall impression of the middle schools in terms of how we interact with students and families. Some parents cite lack of communication about expectations and lack communication about school events and ways to be involved in the school community as concerns they have about the sixth grade experience of children served at the middle school level.

## 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"Â? 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.

This is the inaugural year of the Richardson Sixth Grade Academy (RSGA). Students who would have previously attended Richardson Middle School (RMS) and Lake City Middle School (LCMS) as sixth grade students have been combined and placed on one campus, formerly Richardson Middle School, as a single cohort group. With this new combination comes excitement -- and challenges that we will face as a school. The greatest challenge involves how to bring a diverse population of students who had limited interactions previously into one harmonious cohort group of students. The challenge of meeting the needs of and emulsifying the academic, cultural, socioeconomic, and life experiences of our students exists as well.

Based on the results from the 2016-2017 Parent Involvement Surveys (completed by sixth grade students at RMS and LCMS during the 2016-2017 school year) and the Title I Comprehensive Needs Assessment, we see a need to equip our teachers to meet the diverse needs of all students through use of differentiation strategies. Test results from all assessments show a gap in the performance between Students With Disabilities and their non-disabled counterparts. A gap also exists in the achievement of economically disadvantaged students and their non-economically disadvantaged peers due to lack of resources and lack of experiences outside of school that ultimately impact the performance of students. Through the implementation of a variety of strategies in our School Improvement Plan to address these issues, RSGA hopes to benefit all students, including students of varying ethnicities, students who are learning the English language, and students who are considered as migrant based on results revealed through parent completion of the Title I Occupational Survey.

Parent Involvement Survey results reveal that there were sixth grade parents who felt that neither LCMS nor RMS provided enough ways for parents to be involved with the school during the school day. Parents also cited lack of explanation of report cards and lack of specific communication from the school about the academic progress of their children. Additionally, many parents felt that they were not receiving communications from the school, thereby impacting attendance and participation in experiences designed to aid parents in being participants in the educational development of their children.

## 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 provide high quality differentiated instruction in all content areas to support mastery of standards then the needs of all students will be met and student achievement will increase.

**G2.** If we establish trust between all stakeholders (students, teachers, parents, and community members), there will be active family engagement and involved families at Richardson Sixth Grade Academy .

## 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 provide high quality differentiated instruction in all content areas to support mastery of standards then the needs of all students will be met and student achievement will increase. 1a

G098822

**Targets Supported** 1b

| Indicator | Annual Target |
|---|---|
| FSA Mathematics Achievement | 75.0 |
| FSAA Mathematics Achievement | 53.0 |
| Math Lowest 25% Gains | 50.0 |
| FSA ELA Achievement | 60.0 |
| FSAA ELA Achievement | 50.0 |
| ELA/Reading Lowest 25% Gains | 50.0 |

**Targeted Barriers to Achieving the Goal** 3

- Students with the lack of basic number skills
- Deficiencies in Reading Comprehension
- ESE/Reg. Ed. working together to meet the needs of the students

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Peer teachers - Observations
- CHAMPs (behavior)
- Technology Software Programs to assist in remediation of benchmarks
- Tutors
- Intensive Reading and Intensive Math Services
- Chromebooks
- Interactive touch screens
- Willing teachers (to improve)
- SIG Money
- Team teaching
- Students-peer tutoring, visiting classes, utilizing time outside of class to learn/teach
- DA Team - Monitoring
- District Coaches
- District Instructional Review

## Plan to Monitor Progress Toward G1. 8

Florida Standards Assessments results

**Person Responsible**
Sonya Judkins

**Schedule**
On 6/9/2017

***Evidence of Completion***
Test results

**G2.** If we establish trust between all stakeholders (students, teachers, parents, and community members), there will be active family engagement and involved families at Richardson Sixth Grade Academy . 1a

G098823

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| 5Es Score: Involved Families | 25.0 |
| 5Es Score: Teacher-Parent Trust | 15.0 |

### Targeted Barriers to Achieving the Goal 3

- Stamina to Keep Showing RSGA is great
- Communications from school not reaching all families (Events, Ways to be involved with the school, etc.)

### Resources Available to Help Reduce or Eliminate the Barriers 2

- CRT
- Family School Newsletter
- Title I Compact
- Title I Funds
- PTO
- School Website
- School Messenger
- Teachers Willing to Reach Out to Parents
- Some Events That Parents Will Attend
- Clubs and Organizations (STEM, Kids Feeding Kids, Band, Chorus, etc.)
- Tutors
- SAC
- Community/ Business Involvement
- Teachers will attend outside school functions for school
- School Resource Officer (SRO)
- Attendance Clerk
- Mentors
- Church - Parent Night Out
- W.A.T.C.H.D.O.G.S.
- Some Parents Have Access to Smart Phones
- Parent Portal
- Student Planners

## Plan to Monitor Progress Toward G2. 8

5 Essentials Survey Results

**Person Responsible**
Narvette Kelly

**Schedule**
On 6/29/2018

***Evidence of Completion***
Completed 5Essentials Surveys

# 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 provide high quality differentiated instruction in all content areas to support mastery of standards then the needs of all students will be met and student achievement will increase. 1

G098822

**G1.B3** Students with the lack of basic number skills 2

B265980

**G1.B3.S1** Provide support for struggling math students through use of Title I Math Tutors. 4

S281935

**Strategy Rationale**

Utilizing tutors as an additional resource provides teachers with support needed in addressing learning deficiencies of mathematics students.

**Action Step 1** 5

Hire Title I Math Tutors

**Person Responsible**

Sonya Judkins

**Schedule**

On 10/31/2017

***Evidence of Completion***

PAFs for tutors; tutor schedules

**Action Step 2** 5

Train teachers in how Title I Math Tutors will be utilized

**Person Responsible**

Narvette Kelly

**Schedule**

On 10/13/2017

***Evidence of Completion***

Meeting Minutes

## Action Step 3 5

Title I Math Tutors provide intervention and support to Bottom Quartile students

**Person Responsible**

Narvette Kelly

**Schedule**

Daily, from 10/16/2017 to 5/4/2018

***Evidence of Completion***

Attendance Logs, Teacher Lesson Plans

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Track number of minutes served by tutors and students

**Person Responsible**

Narvette Kelly

**Schedule**

Monthly, from 11/13/2017 to 5/4/2018

***Evidence of Completion***

Attendance Logs, Classroom Test Results, Lesson Plans

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administer/ Review iReady Dianostic Test to students served in Title I Tutoring Program

**Person Responsible**

Narvette Kelly

**Schedule**

Triannually, from 8/21/2017 to 5/4/2018

***Evidence of Completion***

iReady Diagnostic Test Results

**G1.B3.S2** Provide support for struggling math students through the RSGA After School Program. 4

S281936

**Strategy Rationale**

Adding an extended school day component gives students additional exposure and support from state certified teachers who can utilize the time to address learning deficiencies of mathematics students.

**Action Step 1** 5

Conduct an After School Program that will provide students with additional support in math

**Person Responsible**

Sonya Judkins

**Schedule**

On 6/1/2018

***Evidence of Completion***

After School Program schedule/lesson plans, attendance logs

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Gather feedback from math teachers concerning progress of students.

**Person Responsible**

Wampannaga Miller

**Schedule**

Weekly, from 10/2/2017 to 6/1/2018

***Evidence of Completion***

Attendance roster of students served, Feedback from math teachers

## Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administer iReady Math Diagnostic Tests

**Person Responsible**

Wampannaga Miller

**Schedule**

Triannually, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

iReady Math Diagnostic Test Results, Teacher Feedback

**G1.B4** Deficiencies in Reading Comprehension 2

B265981

**G1.B4.S1** Implement Leveled Literacy Intervention for all students in the lowest quartile (Level 1/ Level 2 FSA results and iReady Diagnostic Test results). 4

S281937

**Strategy Rationale**

This research-based reading program will increase reading proficiency through use of small group interventions.

**Action Step 1** 5

Purchase Leveled Literacy Intervention (LLI) Program from Heinemann.

**Person Responsible**

Wampannaga Miller

**Schedule**

On 7/28/2017

***Evidence of Completion***

Purchase Leveled Literacy Intervention (LLI) Program from Heinemann.

**Action Step 2** 5

Analyze FSA and iReady Diagnostic Test Data to determine students who will be served.

**Person Responsible**

Lisa Garbett

**Schedule**

On 8/18/2017

***Evidence of Completion***

FSA and iReady Diagnostic Test reports, Generated student lists

## Action Step 3 5

Assemble and prepare LLI materials to serve students.

**Person Responsible**

Wampannaga Miller

**Schedule**

On 9/22/2017

***Evidence of Completion***

LLI Resource Room

## Action Step 4 5

Determine locations where student groups will be served.

**Person Responsible**

Wampannaga Miller

**Schedule**

On 8/18/2017

***Evidence of Completion***

Printed plan/ schedule of locations.

## Action Step 5 5

Establish a schedule of groups of students to be served.

**Person Responsible**

Wampannaga Miller

**Schedule**

Every 6 Weeks, from 8/28/2017 to 6/1/2018

***Evidence of Completion***

LLI Schedules of students, paras, and tutors

## Action Step 6 5

Train personnel who will serve students.

**Person Responsible**

Wampannaga Miller

**Schedule**

On 9/22/2017

***Evidence of Completion***

Sign-in Sheets

## Action Step 7 5

Implement program with students four days per week.

**Person Responsible**

Wampannaga Miller

**Schedule**

Daily, from 9/11/2017 to 6/1/2018

***Evidence of Completion***

Data/ progress reports from Leveled Literacy Intervention program.

## Action Step 8 5

Monitor progress of students every 6-8 weeks for growth.

**Person Responsible**

Wampannaga Miller

**Schedule**

Every 6 Weeks, from 10/23/2017 to 6/1/2018

***Evidence of Completion***

Progress monitoring reports from LLI/ iReady programs.

## Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom walk-throughs, look at data.

**Person Responsible**

Wampannaga Miller

**Schedule**

Weekly, from 9/11/2017 to 6/1/2018

***Evidence of Completion***

Observation Notes, Progress Monitoring Reports

## Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Progress Monitoring

**Person Responsible**

Sonya Judkins

**Schedule**

Every 6 Weeks, from 9/11/2017 to 6/1/2018

***Evidence of Completion***

Results from progress monitoring assessments.

**G1.B4.S2** Provide support for struggling readers in Language Arts classes through use of Intensive Reading Teachers/ Tutors. 4

S281938

**Strategy Rationale**

Students will not miss the opportunity to participate in elective courses due to enrollment in an Intensive Reading class. The implementation of this strategy also provides additional support to students in Language Arts classes.

**Action Step 1** 5

Create schedules of Intensive Reading Teachers.

**Person Responsible**

Lisa Garbett

**Schedule**

On 7/28/2017

***Evidence of Completion***

Printed Schedules of Personnel

**Action Step 2** 5

Identification of students to be served by tutors.

**Person Responsible**

Narvette Kelly

**Schedule**

On 9/29/2017

***Evidence of Completion***

Compilation of Language Arts FSA results from prior administrations, iReady Diagnostic Test results.

## Action Step 3 5

Create schedules of tutors.

**Person Responsible**

Narvette Kelly

**Schedule**

On 10/9/2017

***Evidence of Completion***

Tutor schedules.

## Action Step 4 5

Implement intensive instruction with students to be served based on weaknesses.

**Person Responsible**

Narvette Kelly

**Schedule**

Daily, from 10/16/2017 to 4/6/2018

***Evidence of Completion***

Progress Monitoring reports from iReady/ LLI programs.

## Action Step 5 5

Monitor progress of students.

**Person Responsible**

Narvette Kelly

**Schedule**

Every 6 Weeks, from 11/27/2017 to 12/1/2017

***Evidence of Completion***

iReady Progress Monitoring assessments, Classroom assessments, Teacher Feedback

## Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Monitor progress of students every six weeks.

**Person Responsible**

Narvette Kelly

**Schedule**

Every 6 Weeks, from 11/27/2017 to 12/1/2017

***Evidence of Completion***

Test/ assessment results from iReady/ LLI assessments.

## Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Review student assessment results to measure growth of students.

**Person Responsible**

Sonya Judkins

**Schedule**

Every 6 Weeks, from 11/27/2017 to 12/1/2017

***Evidence of Completion***

Assessment results from iReady/ LLI assessments.

**G1.B4.S3** Utilizing iReady Diagnostic Testing as well as the instructional piece for individual students based on instructional needs. 4

S281939

**Strategy Rationale**

Research and data from iReady indicate that students who consistently use the program show gains equivalent of one academic year's growth.

**Action Step 1** 5

Administer iReady Diagnostic Tests three times during the school year.

**Person Responsible**

Wampannaga Miller

**Schedule**

Triannually, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Reports from iReady Portal.

**Action Step 2** 5

Implement instructional component based on student Diagnostic Test results.

**Person Responsible**

Sonya Judkins

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Usage reports from iReady, Diagnostic Test results.

## Action Step 3 5

Differentiate for the individual needs of students, including ELL students and migrant students.

**Person Responsible**

Lisa Garbett

**Schedule**

Daily, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Teacher lesson plans, observation notes

**G1.B11** ESE/Reg. Ed. working together to meet the needs of the students 2

B265988

**G1.B11.S1** Train all Inclusion Teachers and Regular Education Teachers serving students with disabilities. (Training provided by Ashley Lundy from FDLRS) 4

S281940

**Strategy Rationale**

With adequate training, teachers will gain understanding of what inclusion is and what instructional strategies can be used with students.

**Action Step 1** 5

Schedule training of teachers prior to start of school year.

**Person Responsible**

Sonya Judkins

**Schedule**

On 8/3/2017

***Evidence of Completion***

Professional Development sign-in sheets.

**Action Step 2** 5

Gather feedback from teachers concerning effectiveness of inclusion program at RSGA.

**Person Responsible**

Sonya Judkins

**Schedule**

Monthly, from 8/28/2017 to 6/1/2018

***Evidence of Completion***

Observation notes.

## Action Step 3 5

Schedule follow up training and support, if needed.

**Person Responsible**

Sonya Judkins

**Schedule**

On 1/31/2018

***Evidence of Completion***

Professional Development sign-in sheets.

## Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Classroom Observations, Teacher/ Parent Feedback and Progress Monitoring

**Person Responsible**

Sonya Judkins

**Schedule**

Monthly, from 8/28/2017 to 6/1/2018

***Evidence of Completion***

Observation notes.

## Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Classroom Observations, Teacher/ Parent Feedback and Progress Monitoring

**Person Responsible**

Sonya Judkins

**Schedule**

Monthly, from 8/28/2017 to 6/1/2018

***Evidence of Completion***

iReady Dignostic Growth Reports, Progress Monitoring Assessments, Observation Notes

**G1.B11.S2** Inclusion teachers will provide support to ELA and Mathematics teachers and students through use of small groups, Learning Strategies courses. 4

S281941

**Strategy Rationale**

Student data and research shows that students with disabilities show more growth in regular classrooms rather than in pull-out settings.

**Action Step 1** 5

Inclusion teachers will offer small group support to ELA and Math teachers and students.

**Person Responsible**

Sonya Judkins

**Schedule**

On 6/1/2018

***Evidence of Completion***

Inclusion teacher logs/lesson plans

**Action Step 2** 5

Education support professionals will offer support to World History and Science teachers and students.

**Person Responsible**

Wampannaga Miller

**Schedule**

On 6/1/2018

***Evidence of Completion***

Paraprofessional Master Schedule/ Lesson Plans

**G2.** If we establish trust between all stakeholders (students, teachers, parents, and community members), there will be active family engagement and involved families at Richardson Sixth Grade Academy . 1

G098823

**G2.B10** Stamina to Keep Showing RSGA is great 2

B266003

**G2.B10.S1** Create vision, mission, and theme that all stakeholders can embrace. 4

S281945

**Strategy Rationale**

Every stakeholder is important to the success of our students. RSGA seeks to build strong minds, strong character, and a strong community of learners and friends.

**Action Step 1** 5

Solicit ideas from faculty, staff, students for creation of school's vision and mission statement.

**Person Responsible**

Sonya Judkins

**Schedule**

On 9/22/2017

***Evidence of Completion***

Google Doc of suggestions, Google Forms Survey Results

**Action Step 2** 5

Hold faculty meeting to discuss ideas to include in vision and mission statement.

**Person Responsible**

Sonya Judkins

**Schedule**

On 9/27/2017

***Evidence of Completion***

Google Doc of suggestions

## Action Step 3 5

Draft vision and mission statement based on feedback.

**Person Responsible**

Sonya Judkins

**Schedule**

On 9/27/2017

***Evidence of Completion***

DRAFT of Vision and Mission Statement

## Action Step 4 5

Review and solicit input from School Advisory Council.

**Person Responsible**

Narvette Kelly

**Schedule**

On 10/27/2017

***Evidence of Completion***

School Advisory Council Minutes

## Action Step 5 5

Share with all faculty and staff members for review and finalization.

**Person Responsible**

Narvette Kelly

**Schedule**

On 10/27/2017

***Evidence of Completion***

Minutes from Faculty Meeting

## Action Step 6 5

Finalize statements of vision and mission.

**Person Responsible**

Sonya Judkins

**Schedule**

On 10/27/2017

***Evidence of Completion***

Final Draft of Vision and Mission Statement

## Action Step 7 5

Share vision and mission with all stakeholders.

**Person Responsible**

Sonya Judkins

**Schedule**

On 10/27/2017

***Evidence of Completion***

Shared Google Document, Posted Vision and Mission Statement

## Action Step 8 5

Implement Richardson Sixth Grade Academy's Vision and Mission statements throughout campus and community.

**Person Responsible**

Sonya Judkins

**Schedule**

Weekly, from 11/1/2017 to 6/1/2018

***Evidence of Completion***

Vision and Mission Statement posted throughout campus and in classrooms, Teacher Lesson Plans

## Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

Ensure that RSGA's completed Vision and Mission Statements are posted around school and website.

**Person Responsible**

Sonya Judkins

**Schedule**

Annually, from 9/4/2017 to 10/27/2017

***Evidence of Completion***

Sign in sheets, Google Form Results, Google Docs of Drafts, Posted Vision and Mission Statement

## Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

Evaluate/ review statement to ensure it is addressing the needs of RSGA's students.

**Person Responsible**

Sonya Judkins

**Schedule**

Annually, from 8/6/2018 to 8/10/2018

***Evidence of Completion***

Faculty/ Staff Meeting Minutes, Draft of Ideas for Further Implementation

**G2.B10.S2** Build strong minds, strong character, and a strong community of learners and friends. 4

S281946

**Strategy Rationale**

Richardson Sixth Grade Academy seeks to unify students and families from a variety of backgrounds and help each one to feel a part of a larger community. The sixth grade year will be the first time many of our students and families will ever have interaction. From this point, students will continue their education together.

Our goal is for every student to feel as though they are a welcomed, loved, and valued part of our school community. If the students we serve love and enjoy attending RSGA, this will motivate their parents to take ownership of and become an active part of our school community.

**Action Step 1** 5

Implement ideas obtained from Professional Development by Kim Bearden from The Ron Clark Academy for stakeholders and school district employees (administrators, teachers, paraprofessionals) on establishing a positive school climate and providing effective instruction based on best practices.

**Person Responsible**

Wampannaga Miller

**Schedule**

On 6/2/2017

***Evidence of Completion***

Sign In Sheets, Notes from Activities

**Action Step 2** 5

Hold a "Red Carpet" Event to welcome and provide entering sixth grade students from all feeder elementary schools with team building experiences.

**Person Responsible**

Sonya Judkins

**Schedule**

On 8/4/2017

***Evidence of Completion***

Photographs from Event, PTO Enrollment Forms, Social Media Posts, Lake City Reporter articles/ photo

## Action Step 3 5

Create opportunity for students to interact outside of the school day through a "Back to School Bash". Involve and include teachers and families in planning and facilitating.

**Person Responsible**

Patricia Benson

**Schedule**

On 9/29/2017

***Evidence of Completion***

Permission forms from students, sign in sheets for volunteers for service, photographs from event

## Action Step 4 5

Implement Monday Monthly Munchers Club on the last Monday of each month.

**Person Responsible**

Laura Folsom

**Schedule**

Monthly, from 9/25/2017 to 5/28/2018

***Evidence of Completion***

Photographs from event, Lists of invited students, Volunteer sign-in sheets from parent participants, permission forms from student participants

## Action Step 5 5

Create intramural athletic experiences for students with parent volunteers (Cheer, Dance, Archery, etc).

**Person Responsible**

Laurie Lane

**Schedule**

Monthly, from 10/2/2017 to 5/25/2018

***Evidence of Completion***

Flyers, Interest Forms/ sign up sheets, Student Rosters, Volunteer Logs

## Action Step 6 5

Combine student and parent newsletters and notifications through Creative Writing classes. Post on school website, front office and in Guidance.

**Person Responsible**

Meredith Adkins

**Schedule**

Monthly, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

Published Newsletters and Notices, Yearbook

## Action Step 7 5

Create a "FIRST Priority" Mentoring Program involving pastors and community members.

**Person Responsible**

Ed Carter

**Schedule**

Weekly, from 9/13/2017 to 5/30/2018

***Evidence of Completion***

Volunteer Sign In Sheets, Meeting Notes

## Action Step 8 5

Investigate the utilization of high school students and mentors for at-risk students/ students on EWS indicators.

**Person Responsible**

Sonya Judkins

**Schedule**

Biweekly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

Volunteer sign in sheets, mentor logs

## Action Step 9 5

Create and conduct a STEM emphasis After School Program designed to engage students in STEM enrichment, with a tutorial component to build confidence and esteem of students who are struggling academically.

**Person Responsible**

Wampannaga Miller

**Schedule**

On 6/1/2018

***Evidence of Completion***

Personnel time sheets, work products, iReady Diagnostic Test results, FSA scores

## Action Step 10 5

Create and host a STEM emphasis Summer Enrichment Program designed to engage incoming sixth grade students and current RSGA students in STEM enrichment

**Person Responsible**

Wampannaga Miller

**Schedule**

Daily, from 6/6/2018 to 6/28/2018

***Evidence of Completion***

Time Sheets of Employees, Attendance Logs

## Plan to Monitor Fidelity of Implementation of G2.B10.S2 6

Monitor EWS Data and Progress Monitoring assessments throughout school year for updates on school transitions. Observations/ Check-ins with Action Step Point Persons

**Person Responsible**

Sonya Judkins

**Schedule**

Monthly, from 9/29/2017 to 6/1/2018

***Evidence of Completion***

Observation Logs, Sign In Sheets, Schedules of Personnel/ Volunteers, Teacher Feedback, Action Step Point Person(s) Feedback

## Plan to Monitor Effectiveness of Implementation of G2.B10.S2 7

Monitor Volunteer Involvement and Attendance at Family Engagement Events

**Person Responsible**

Narvette Kelly

**Schedule**

Quarterly, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Volunteer Service Records, Title I Summary of Family Engagement Activities

**G2.B12** Communications from school not reaching all families (Events, Ways to be involved with the school, etc.) 2

B266005

**G2.B12.S1** Establish communication protocols designed to inform the community of RSGA happenings and to create "positive press" about RSGA. 4

S281947

**Strategy Rationale**

RSGA endeavors to create a school that families will be proud to be associated with. We also wish to establish a positive perception of Richardson Sixth Grade Academy in the Lake City community.

**Action Step 1** 5

Establish communication protocol including all methods.

**Person Responsible**

Sonya Judkins

**Schedule**

On 7/31/2017

***Evidence of Completion***

Completed communication protocol

**Action Step 2** 5

Create social media platforms to post events.

**Person Responsible**

Meredith Adkins

**Schedule**

On 8/7/2017

***Evidence of Completion***

Social Media profiles/ pages

## Action Step 3 5

Review RSGA Master Calendar to analyze utilization.

**Person Responsible**

Sonya Judkins

**Schedule**

On 8/31/2017

***Evidence of Completion***

Use of Master Calendar

## Action Step 4 5

Use RSGA Calendar to add RSGA Upcoming Events to Website.

**Person Responsible**

Meredith Adkins

**Schedule**

Biweekly, from 8/1/2017 to 6/8/2018

***Evidence of Completion***

RSGA Website

## Action Step 5 5

Create Remind 101 account for parents who do not have access to internet/ lack of social media.

**Person Responsible**

Narvette Kelly

**Schedule**

On 8/15/2017

***Evidence of Completion***

Established Remind 101 account

## Action Step 6 5

Determine Proactive Communication Practices along with Leadership Team - Review (Chain-of-Command calling-Positive Parent Phone Calls-Social Media Accounts, Monthly Newsletter, Great News Network, etc.)

**Person Responsible**

Narvette Kelly

**Schedule**

On 9/15/2017

***Evidence of Completion***

Proactive Communication Plan

## Action Step 7 5

Share Draft of/ Finalize Communication Protocol Plan with collaboration of Staff Members.

**Person Responsible**

Sonya Judkins

**Schedule**

On 9/29/2017

***Evidence of Completion***

Meeting Minutes from collaboration session, Sign In Sheets from Faculty Meeting

## Action Step 8 5

Share Finalized Communication Protocol Plan with the faculty.

**Person Responsible**

Narvette Kelly

**Schedule**

On 9/29/2017

***Evidence of Completion***

Google Doc of Published Communication Plan (share as needed throughout school year)

## Action Step 9 5

Implement Communication Protocol Plan.

**Person Responsible**

Ed Carter

**Schedule**

Weekly, from 10/2/2017 to 6/1/2018

***Evidence of Completion***

Remind 101 notes, texts, e-mail, website usage reports, Positive Parent Contact Logs, Postage receipts, Great News Network, etc.

## Action Step 10 5

Utilize the Lake City Reporter and the CCSB Great News Network to share positive RSGA happenings with the community.

**Person Responsible**

Meredith Adkins

**Schedule**

Biweekly, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

Great News Network publications, Lake City Reporter articles

## Action Step 11 5

Create a monthly student-created RSGA publication, with a Title I Parent Corner included, to share with families.

**Person Responsible**

Meredith Adkins

**Schedule**

Monthly, from 8/7/2017 to 6/1/2018

***Evidence of Completion***

Published newsletter available in print form, on RSGA Website, Front Office, and Guidance

## Action Step 12 5

Translate printed communications for families where English is a second language.

**Person Responsible**

Sonya Judkins

**Schedule**

Monthly, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

Printed documents that have been translated

## Plan to Monitor Fidelity of Implementation of G2.B12.S1 6

Monitor use of RSGA Master Calendar, Website, and School Messenger for posting and communicating all school events.

**Person Responsible**

Sonya Judkins

**Schedule**

Monthly, from 9/4/2017 to 6/1/2018

***Evidence of Completion***

RSGA Master Calendar Postings

## Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

Comparison of Title I Parent Involvement numbers between 2016-2017 and 2017-2018 school years

**Person Responsible**

Narvette Kelly

**Schedule**

On 6/29/2018

***Evidence of Completion***

Reports with attendance numbers to Mrs. Judkins and Mr. J. Adkins (District Office)

## Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

Comparison of Title I Parent Involvement Survey results between 2016-2017 and 2017-2018 school years

**Person Responsible**

Narvette Kelly

**Schedule**

On 6/29/2018

***Evidence of Completion***

CCSB Parent Involvement Survey results

# 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.B10.S2.A1 A380430 | Implement ideas obtained from Professional Development by Kim Bearden from The Ron Clark Academy... | Miller, Wampannaga | 6/1/2017 | Sign In Sheets, Notes from Activities | 6/2/2017 one-time |
| G1.MA1 M412708 | Florida Standards Assessments results | Judkins, Sonya | 6/5/2017 | Test results | 6/9/2017 one-time |
| G1.B4.S1.A1 A380396 | Purchase Leveled Literacy Intervention (LLI) Program from Heinemann. | Miller, Wampannaga | 7/10/2017 | Purchase Leveled Literacy Intervention (LLI) Program from Heinemann. | 7/28/2017 one-time |
| G1.B4.S2.A1 A380404 | Create schedules of Intensive Reading Teachers. | Garbett, Lisa | 7/24/2017 | Printed Schedules of Personnel | 7/28/2017 one-time |
| G2.B12.S1.A1 A380440 | Establish communication protocol including all methods. | Judkins, Sonya | 7/10/2017 | Completed communication protocol | 7/31/2017 one-time |
| G1.B11.S1.A1 A380412 | Schedule training of teachers prior to start of school year. | Judkins, Sonya | 8/3/2017 | Professional Development sign-in sheets. | 8/3/2017 one-time |
| G2.B10.S2.A2 A380431 | Hold a "Red Carpet" Event to welcome and provide entering sixth grade students from all feeder... | Judkins, Sonya | 8/4/2017 | Photographs from Event, PTO Enrollment Forms, Social Media Posts, Lake City Reporter articles/ photo | 8/4/2017 one-time |
| G2.B12.S1.A2 A380441 | Create social media platforms to post events. | Adkins, Meredith | 8/1/2017 | Social Media profiles/ pages | 8/7/2017 one-time |
| G2.B12.S1.A5 A380444 | Create Remind 101 account for parents who do not have access to internet/ lack of social media. | Kelly, Narvette | 8/7/2017 | Established Remind 101 account | 8/15/2017 one-time |
| G1.B4.S1.A2 A380397 | Analyze FSA and iReady Diagnostic Test Data to determine students who will be served. | Garbett, Lisa | 8/7/2017 | FSA and iReady Diagnostic Test reports, Generated student lists | 8/18/2017 one-time |
| G1.B4.S1.A4 A380399 | Determine locations where student groups will be served. | Miller, Wampannaga | 8/7/2017 | Printed plan/ schedule of locations. | 8/18/2017 one-time |
| G2.B12.S1.A3 A380442 | Review RSGA Master Calendar to analyze utilization. | Judkins, Sonya | 7/17/2017 | Use of Master Calendar | 8/31/2017 one-time |
| G2.B12.S1.A6 A380445 | Determine Proactive Communication Practices along with Leadership Team - Review (Chain-of-Command... | Kelly, Narvette | 9/4/2017 | Proactive Communication Plan | 9/15/2017 one-time |
| G1.B4.S1.A3 A380398 | Assemble and prepare LLI materials to serve students. | Miller, Wampannaga | 8/14/2017 | LLI Resource Room | 9/22/2017 one-time |
| G1.B4.S1.A6 A380401 | Train personnel who will serve students. | Miller, Wampannaga | 9/8/2017 | Sign-in Sheets | 9/22/2017 one-time |
| G2.B10.S1.A1 A380422 | Solicit ideas from faculty, staff, students for creation of school's vision and mission statement. | Judkins, Sonya | 9/4/2017 | Google Doc of suggestions, Google Forms Survey Results | 9/22/2017 one-time |
| G2.B10.S1.A2 A380423 | Hold faculty meeting to discuss ideas to include in vision and mission statement. | Judkins, Sonya | 9/27/2017 | Google Doc of suggestions | 9/27/2017 one-time |
| G2.B10.S1.A3 A380424 | Draft vision and mission statement based on feedback. | Judkins, Sonya | 9/27/2017 | DRAFT of Vision and Mission Statement | 9/27/2017 one-time |
| G2.B12.S1.A7 A380446 | Share Draft of/ Finalize Communication Protocol Plan with collaboration of Staff Members. | Judkins, Sonya | 9/11/2017 | Meeting Minutes from collaboration session, Sign In Sheets from Faculty Meeting | 9/29/2017 one-time |
| G2.B12.S1.A8 A380447 | Share Finalized Communication Protocol Plan with the faculty. | Kelly, Narvette | 9/29/2017 | Google Doc of Published Communication Plan (share as needed throughout school year) | 9/29/2017 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B4.S2.A2 A380405 | Identification of students to be served by tutors. | Kelly, Narvette | 9/4/2017 | Compilation of Language Arts FSA results from prior administrations, iReady Diagnostic Test results. | 9/29/2017 one-time |
| G2.B10.S2.A3 A380432 | Create opportunity for students to interact outside of the school day through a "Back to School... | Benson, Patricia | 9/29/2017 | Permission forms from students, sign in sheets for volunteers for service, photographs from event | 9/29/2017 one-time |
| G1.B4.S2.A3 A380406 | Create schedules of tutors. | Kelly, Narvette | 10/2/2017 | Tutor schedules. | 10/9/2017 one-time |
| G1.B3.S1.A2 A380393 | Train teachers in how Title I Math Tutors will be utilized | Kelly, Narvette | 10/9/2017 | Meeting Minutes | 10/13/2017 one-time |
| G2.B10.S1.MA1 M412714 | Ensure that RSGA's completed Vision and Mission Statements are posted around school and website. | Judkins, Sonya | 9/4/2017 | Sign in sheets, Google Form Results, Google Docs of Drafts, Posted Vision and Mission Statement | 10/27/2017 annually |
| G2.B10.S1.A4 A380425 | Review and solicit input from School Advisory Council. | Kelly, Narvette | 9/4/2017 | School Advisory Council Minutes | 10/27/2017 one-time |
| G2.B10.S1.A5 A380426 | Share with all faculty and staff members for review and finalization. | Kelly, Narvette | 9/4/2017 | Minutes from Faculty Meeting | 10/27/2017 one-time |
| G2.B10.S1.A6 A380427 | Finalize statements of vision and mission. | Judkins, Sonya | 9/4/2017 | Final Draft of Vision and Mission Statement | 10/27/2017 one-time |
| G2.B10.S1.A7 A380428 | Share vision and mission with all stakeholders. | Judkins, Sonya | 9/4/2017 | Shared Google Document, Posted Vision and Mission Statement | 10/27/2017 one-time |
| G1.B3.S1.A1 A380392 | Hire Title I Math Tutors | Judkins, Sonya | 10/2/2017 | PAFs for tutors; tutor schedules | 10/31/2017 one-time |
| G1.B4.S2.MA1 M412704 | Review student assessment results to measure growth of students. | Judkins, Sonya | 11/27/2017 | Assessment results from iReady/ LLI assessments. | 12/1/2017 every-6-weeks |
| G1.B4.S2.MA1 M412705 | Monitor progress of students every six weeks. | Kelly, Narvette | 11/27/2017 | Test/ assessment results from iReady/ LLI assessments. | 12/1/2017 every-6-weeks |
| G1.B4.S2.A5 A380408 | Monitor progress of students. | Kelly, Narvette | 11/27/2017 | iReady Progress Monitoring assessments, Classroom assessments, Teacher Feedback | 12/1/2017 every-6-weeks |
| G1.B11.S1.A3 A380414 | Schedule follow up training and support, if needed. | Judkins, Sonya | 1/2/2018 | Professional Development sign-in sheets. | 1/31/2018 one-time |
| G1.B4.S2.A4 A380407 | Implement intensive instruction with students to be served based on weaknesses. | Kelly, Narvette | 10/16/2017 | Progress Monitoring reports from iReady/ LLI programs. | 4/6/2018 daily |
| G1.B3.S1.MA1 M412698 | Administer/ Review iReady Dianostic Test to students served in Title I Tutoring Program | Kelly, Narvette | 8/21/2017 | iReady Diagnostic Test Results | 5/4/2018 triannually |
| G1.B3.S1.MA1 M412699 | Track number of minutes served by tutors and students | Kelly, Narvette | 11/13/2017 | Attendance Logs, Classroom Test Results, Lesson Plans | 5/4/2018 monthly |
| G1.B3.S1.A3 A380394 | Title I Math Tutors provide intervention and support to Bottom Quartile students | Kelly, Narvette | 10/16/2017 | Attendance Logs, Teacher Lesson Plans | 5/4/2018 daily |
| G2.B10.S2.A5 A380434 | Create intramural athletic experiences for students with parent volunteers (Cheer, Dance, Archery,... | Lane, Laurie | 10/2/2017 | Flyers, Interest Forms/ sign up sheets, Student Rosters, Volunteer Logs | 5/25/2018 monthly |
| G2.B10.S2.A4 A380433 | Implement Monday Monthly Munchers Club on the last Monday of each month. | Folsom, Laura | 9/25/2017 | Photographs from event, Lists of invited students, Volunteer sign-in sheets from parent participants, permission forms from student participants | 5/28/2018 monthly |
| G2.B10.S2.A7 A380436 | Create a "FIRST Priority" Mentoring Program involving pastors and community members. | Carter, Ed | 9/13/2017 | Volunteer Sign In Sheets, Meeting Notes | 5/30/2018 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B4.S1.MA1 M412702 | Progress Monitoring | Judkins, Sonya | 9/11/2017 | Results from progress monitoring assessments. | 6/1/2018 every-6-weeks |
| G1.B4.S1.MA1 M412703 | Classroom walk-throughs, look at data. | Miller, Wampannaga | 9/11/2017 | Observation Notes, Progress Monitoring Reports | 6/1/2018 weekly |
| G1.B4.S1.A5 A380400 | Establish a schedule of groups of students to be served. | Miller, Wampannaga | 8/28/2017 | LLI Schedules of students, paras, and tutors | 6/1/2018 every-6-weeks |
| G1.B4.S1.A7 A380402 | Implement program with students four days per week. | Miller, Wampannaga | 9/11/2017 | Data/ progress reports from Leveled Literacy Intervention program. | 6/1/2018 daily |
| G1.B4.S1.A8 A380403 | Monitor progress of students every 6-8 weeks for growth. | Miller, Wampannaga | 10/23/2017 | Progress monitoring reports from LLI/ iReady programs. | 6/1/2018 every-6-weeks |
| G1.B11.S1.MA1 M412706 | Classroom Observations, Teacher/ Parent Feedback and Progress Monitoring | Judkins, Sonya | 8/28/2017 | iReady Dignostic Growth Reports, Progress Monitoring Assessments, Observation Notes | 6/1/2018 monthly |
| G1.B11.S1.MA1 M412707 | Classroom Observations, Teacher/ Parent Feedback and Progress Monitoring | Judkins, Sonya | 8/28/2017 | Observation notes. | 6/1/2018 monthly |
| G1.B11.S1.A2 A380413 | Gather feedback from teachers concerning effectiveness of inclusion program at RSGA. | Judkins, Sonya | 8/28/2017 | Observation notes. | 6/1/2018 monthly |
| G2.B10.S1.A8 A380429 | Implement Richardson Sixth Grade Academy's Vision and Mission statements throughout campus and... | Judkins, Sonya | 11/1/2017 | Vision and Mission Statement posted throughout campus and in classrooms, Teacher Lesson Plans | 6/1/2018 weekly |
| G2.B12.S1.MA1 M412719 | Monitor use of RSGA Master Calendar, Website, and School Messenger for posting and communicating... | Judkins, Sonya | 9/4/2017 | RSGA Master Calendar Postings | 6/1/2018 monthly |
| G2.B12.S1.A9 A380448 | Implement Communication Protocol Plan. | Carter, Ed | 10/2/2017 | Remind 101 notes, texts, e-mail, website usage reports, Positive Parent Contact Logs, Postage receipts, Great News Network, etc. | 6/1/2018 weekly |
| G2.B12.S1.A10 A380449 | Utilize the Lake City Reporter and the CCSB Great News Network to share positive RSGA happenings... | Adkins, Meredith | 8/7/2017 | Great News Network publications, Lake City Reporter articles | 6/1/2018 biweekly |
| G2.B12.S1.A11 A380450 | Create a monthly student-created RSGA publication, with a Title I Parent Corner included, to share... | Adkins, Meredith | 8/7/2017 | Published newsletter available in print form, on RSGA Website, Front Office, and Guidance | 6/1/2018 monthly |
| G2.B12.S1.A12 A380451 | Translate printed communications for families where English is a second language. | Judkins, Sonya | 9/4/2017 | Printed documents that have been translated | 6/1/2018 monthly |
| G1.B3.S2.MA1 M412700 | Administer iReady Math Diagnostic Tests | Miller, Wampannaga | 8/14/2017 | iReady Math Diagnostic Test Results, Teacher Feedback | 6/1/2018 triannually |
| G1.B3.S2.MA1 M412701 | Gather feedback from math teachers concerning progress of students. | Miller, Wampannaga | 10/2/2017 | Attendance roster of students served, Feedback from math teachers | 6/1/2018 weekly |
| G1.B3.S2.A1 A380395 | Conduct an After School Program that will provide students with additional support in math | Judkins, Sonya | 9/4/2017 | After School Program schedule/lesson plans, attendance logs | 6/1/2018 one-time |
| G1.B11.S2.A1 A380415 | Inclusion teachers will offer small group support to ELA and Math teachers and students. | Judkins, Sonya | 9/4/2017 | Inclusion teacher logs/lesson plans | 6/1/2018 one-time |
| G1.B11.S2.A2 A380416 | Education support professionals will offer support to World History and Science teachers and... | Miller, Wampannaga | 9/4/2017 | Paraprofessional Master Schedule/ Lesson Plans | 6/1/2018 one-time |
| G2.B10.S2.MA1 M412716 | Monitor EWS Data and Progress Monitoring assessments throughout school year for updates on school... | Judkins, Sonya | 9/29/2017 | Observation Logs, Sign In Sheets, Schedules of Personnel/ Volunteers, Teacher Feedback, Action Step Point Person(s) Feedback | 6/1/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G2.B10.S2.A6 A380435 | Combine student and parent newsletters and notifications through Creative Writing classes. Post on... | Adkins, Meredith | 9/4/2017 | Published Newsletters and Notices, Yearbook | 6/1/2018 monthly |
| G2.B10.S2.A8 A380437 | Investigate the utilization of high school students and mentors for at-risk students/ students on... | Judkins, Sonya | 9/18/2017 | Volunteer sign in sheets, mentor logs | 6/1/2018 biweekly |
| G2.B10.S2.A9 A380438 | Create and conduct a STEM emphasis After School Program designed to engage students in STEM... | Miller, Wampannaga | 10/2/2017 | Personnel time sheets, work products, iReady Diagnostic Test results, FSA scores | 6/1/2018 one-time |
| G1.B4.S3.A1 A380409 | Administer iReady Diagnostic Tests three times during the school year. | Miller, Wampannaga | 8/14/2017 | Reports from iReady Portal. | 6/1/2018 triannually |
| G1.B4.S3.A2 A380410 | Implement instructional component based on student Diagnostic Test results. | Judkins, Sonya | 8/21/2017 | Usage reports from iReady, Diagnostic Test results. | 6/1/2018 weekly |
| G1.B4.S3.A3 A380411 | Differentiate for the individual needs of students, including ELL students and migrant students. | Garbett, Lisa | 8/21/2017 | Teacher lesson plans, observation notes | 6/1/2018 daily |
| G2.B10.S2.MA1 M412715 | Monitor Volunteer Involvement and Attendance at Family Engagement Events | Kelly, Narvette | 10/2/2017 | Volunteer Service Records, Title I Summary of Family Engagement Activities | 6/7/2018 quarterly |
| G2.B12.S1.A4 A380443 | Use RSGA Calendar to add RSGA Upcoming Events to Website. | Adkins, Meredith | 8/1/2017 | RSGA Website | 6/8/2018 biweekly |
| G2.B10.S2.A10 A380439 | Create and host a STEM emphasis Summer Enrichment Program designed to engage incoming sixth grade... | Miller, Wampannaga | 6/6/2018 | Time Sheets of Employees, Attendance Logs | 6/28/2018 daily |
| G2.MA1 M412720 | 5 Essentials Survey Results | Kelly, Narvette | 6/4/2018 | Completed 5Essentials Surveys | 6/29/2018 one-time |
| G2.B12.S1.MA1 M412717 | Comparison of Title I Parent Involvement numbers between 2016-2017 and 2017-2018 school years | Kelly, Narvette | 6/4/2018 | Reports with attendance numbers to Mrs. Judkins and Mr. J. Adkins (District Office) | 6/29/2018 one-time |
| G2.B12.S1.MA3 M412718 | Comparison of Title I Parent Involvement Survey results between 2016-2017 and 2017-2018 school years | Kelly, Narvette | 6/4/2018 | CCSB Parent Involvement Survey results | 6/29/2018 one-time |
| G2.B10.S1.MA1 M412713 | Evaluate/ review statement to ensure it is addressing the needs of RSGA's students. | Judkins, Sonya | 8/6/2018 | Faculty/ Staff Meeting Minutes, Draft of Ideas for Further Implementation | 8/10/2018 annually |

# V. Professional Development Opportunities

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

**G1.** If we provide high quality differentiated instruction in all content areas to support mastery of standards then the needs of all students will be met and student achievement will increase.

**G1.B4** Deficiencies in Reading Comprehension

**G1.B4.S1** Implement Leveled Literacy Intervention for all students in the lowest quartile (Level 1/ Level 2 FSA results and iReady Diagnostic Test results).

**PD Opportunity 1**

Train personnel who will serve students.

**Facilitator**

Pam Miller

**Participants**

RSGA Paraprofessionals, Tutors, and Leadership Team

**Schedule**

On 9/22/2017

**G1.B11** ESE/Reg. Ed. working together to meet the needs of the students

**G1.B11.S1** Train all Inclusion Teachers and Regular Education Teachers serving students with disabilities. (Training provided by Ashley Lundy from FDLRS)

**PD Opportunity 1**

Schedule training of teachers prior to start of school year.

**Facilitator**

Ashley Lundy, FDLRS

**Participants**

All Inclusion Teachers and Regular Education Teachers serving students with disabilities

**Schedule**

On 8/3/2017

**PD Opportunity 2**

Schedule follow up training and support, if needed.

**Facilitator**

Ashley Lundy, FDLRS

**Participants**

All Inclusion Teachers and Regular Education Teachers serving students with disabilities

**Schedule**

On 1/31/2018

**G2.** If we establish trust between all stakeholders (students, teachers, parents, and community members), there will be active family engagement and involved families at Richardson Sixth Grade Academy .

**G2.B10** Stamina to Keep Showing RSGA is great

**G2.B10.S2** Build strong minds, strong character, and a strong community of learners and friends.

**PD Opportunity 1**

Implement ideas obtained from Professional Development by Kim Bearden from The Ron Clark Academy for stakeholders and school district employees (administrators, teachers, paraprofessionals) on establishing a positive school climate and providing effective instruction based on best practices.

**Facilitator**

Beth Bullard/ Kim Bearden from The Ron Clark Academy

**Participants**

All RSGA and LCMS teachers, (Day Two: CCSB Employees, Parents, SAC and Community Members)

**Schedule**

On 6/2/2017

## VI. Technical Assistance Items

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

## VII. Budget

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | G1.B11.S1.A1 | **Schedule training of teachers prior to start of school year.** | | | | **$0.00** |
| 2 | G1.B11.S1.A2 | **Gather feedback from teachers concerning effectiveness of inclusion program at RSGA.** | | | | **$0.00** |
| 3 | G1.B11.S1.A3 | **Schedule follow up training and support, if needed.** | | | | **$5,198.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 310-Professional and Technical Services | 0031 - Richardson Sixth Grade Academy | UniSIG | | $5,198.00 |
| | | | *Notes: Onsite training and coaching by Snap! Learning for Student Closed Reading Portfolios.* | | | |
| 4 | G1.B11.S2.A1 | **Inclusion teachers will offer small group support to ELA and Math teachers and students.** | | | | **$0.00** |
| 5 | G1.B11.S2.A2 | **Education support professionals will offer support to World History and Science teachers and students.** | | | | **$0.00** |
| 6 | G1.B3.S1.A1 | **Hire Title I Math Tutors** | | | | **$0.00** |
| 7 | G1.B3.S1.A2 | **Train teachers in how Title I Math Tutors will be utilized** | | | | **$0.00** |
| 8 | G1.B3.S1.A3 | **Title I Math Tutors provide intervention and support to Bottom Quartile students** | | | | **$0.00** |
| 9 | G1.B3.S2.A1 | **Conduct an After School Program that will provide students with additional support in math** | | | | **$0.00** |
| 10 | G1.B4.S1.A1 | **Purchase Leveled Literacy Intervention (LLI) Program from Heinemann.** | | | | **$47,494.79** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 0031 - Richardson Sixth Grade Academy | UniSIG | | $47,494.79 |
| | | | *Notes: Leveled Literacy Intervention (LLI) materials (2 purple kits, 2 gold kits, 2 teal kits, 2 red kits, 1 blue kit, 2 benchmark grade 3-8)* | | | |
| 11 | G1.B4.S1.A2 | **Analyze FSA and iReady Diagnostic Test Data to determine students who will be served.** | | | | **$0.00** |
| 12 | G1.B4.S1.A3 | **Assemble and prepare LLI materials to serve students.** | | | | **$0.00** |
| 13 | G1.B4.S1.A4 | **Determine locations where student groups will be served.** | | | | **$0.00** |
| 14 | G1.B4.S1.A5 | **Establish a schedule of groups of students to be served.** | | | | **$0.00** |
| 15 | G1.B4.S1.A6 | **Train personnel who will serve students.** | | | | **$0.00** |
| 16 | G1.B4.S1.A7 | **Implement program with students four days per week.** | | | | **$0.00** |
| 17 | G1.B4.S1.A8 | **Monitor progress of students every 6-8 weeks for growth.** | | | | **$0.00** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **18** | **G1.B4.S2.A1** | **Create schedules of Intensive Reading Teachers.** | | | | **$0.00** |
| **19** | **G1.B4.S2.A2** | **Identification of students to be served by tutors.** | | | | **$0.00** |
| **20** | **G1.B4.S2.A3** | **Create schedules of tutors.** | | | | **$55,679.35** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 150-Aides | 0031 - Richardson Sixth Grade Academy | UniSIG | 2.95 | $47,157.91 |
| | | | *Notes: 5 tutors @ 6.5 hours daily, four days aw eek (747.5 hours each) for a total of 3,737.5 total hours* | | | |
| | 5100 | 210-Retirement | 0031 - Richardson Sixth Grade Academy | UniSIG | | $3,734.91 |
| | | | *Notes: Retirement benefits @ 7.92% for 5 tutors* | | | |
| | 5100 | 220-Social Security | 0031 - Richardson Sixth Grade Academy | UniSIG | | $3,607.58 |
| | | | *Notes: Social Security and Medicare benefits @ 7.65% for 5 tutors* | | | |
| | 5100 | 240-Workers Compensation | 0031 - Richardson Sixth Grade Academy | UniSIG | | $1,178.95 |
| | | | *Notes: Workers Compensation benefits @ 2.5% for 5 tutors* | | | |
| **21** | **G1.B4.S2.A4** | **Implement intensive instruction with students to be served based on weaknesses.** | | | | **$91,224.56** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 0031 - Richardson Sixth Grade Academy | UniSIG | | $16,434.00 |
| | | | *Notes: Mentoring Minds Total Motivation ELA and Math workbooks (600 student books each for ELA and Math, 10 teacher editions for ELA and for Math)* | | | |
| | 5100 | 510-Supplies | 0031 - Richardson Sixth Grade Academy | UniSIG | | $3,024.00 |
| | | | *Notes: Mini-Q's in World History-Vol. 1 Class Set (30 student books with Teacher Resource Binder)* | | | |
| | 5100 | 360-Rentals | 0031 - Richardson Sixth Grade Academy | UniSIG | | $3,149.90 |
| | | | *Notes: Digital Closed Reading Portfolios Student Annual License for 500-799 students and CRP Teacher Annual License for 10 teachers* | | | |
| | 5100 | 510-Supplies | 0031 - Richardson Sixth Grade Academy | UniSIG | | $42,103.89 |
| | | | *Notes: Closed Reading Portfolios from Snap! Learning: Grades 6-8th Student Packages (22 Packages A and B 10 Packages C, D); Grade 6-8 CRP Teacher Kit (5 kits); Grade 5 Student Packages (22 Packages A, B, C); Grade 5 CRP Teacher Kit (5 kits)* | | | |
| | 5100 | 510-Supplies | 0031 - Richardson Sixth Grade Academy | UniSIG | | $26,512.77 |
| | | | *Notes: Pens, pencils, paper, portable storage carts for tutors, marker boards, markers, erasers, rulers, calculators, poster board, science boards, flash cards, books, staples, ink, academic resources* | | | |
| **22** | **G1.B4.S2.A5** | **Monitor progress of students.** | | | | **$0.00** |

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| **23** | **G1.B4.S3.A1** | **Administer iReady Diagnostic Tests three times during the school year.** | | | | **$0.00** |
| **24** | **G1.B4.S3.A2** | **Implement instructional component based on student Diagnostic Test results.** | | | | **$0.00** |
| **25** | **G1.B4.S3.A3** | **Differentiate for the individual needs of students, including ELL students and migrant students.** | | | | **$1,395.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0031 - Richardson Sixth Grade Academy | School Improvement Funds | | $1,395.00 |
| | | | *Notes: Materials, supplies and resources that our ESE students, struggling students, and students of limited English Proficiency can access.* | | | |
| **26** | **G2.B10.S1.A1** | **Solicit ideas from faculty, staff, students for creation of school's vision and mission statement.** | | | | **$0.00** |
| **27** | **G2.B10.S1.A2** | **Hold faculty meeting to discuss ideas to include in vision and mission statement.** | | | | **$0.00** |
| **28** | **G2.B10.S1.A3** | **Draft vision and mission statement based on feedback.** | | | | **$0.00** |
| **29** | **G2.B10.S1.A4** | **Review and solicit input from School Advisory Council.** | | | | **$0.00** |
| **30** | **G2.B10.S1.A5** | **Share with all faculty and staff members for review and finalization.** | | | | **$0.00** |
| **31** | **G2.B10.S1.A6** | **Finalize statements of vision and mission.** | | | | **$0.00** |
| **32** | **G2.B10.S1.A7** | **Share vision and mission with all stakeholders.** | | | | **$0.00** |
| **33** | **G2.B10.S1.A8** | **Implement Richardson Sixth Grade Academy's Vision and Mission statements throughout campus and community.** | | | | **$1,395.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0031 - Richardson Sixth Grade Academy | School Improvement Funds | | $1,395.00 |
| | | | *Notes: Activities that embody the representation of RSGA shedding a positive light in the community* | | | |
| **34** | **G2.B10.S2.A1** | **Implement ideas obtained from Professional Development by Kim Bearden from The Ron Clark Academy for stakeholders and school district employees (administrators, teachers, paraprofessionals) on establishing a positive school climate and providing effective instruction based on best practices.** | | | | **$0.00** |
| **35** | **G2.B10.S2.A10** | **Create and host a STEM emphasis Summer Enrichment Program designed to engage incoming sixth grade students and current RSGA students in STEM enrichment** | | | | **$0.00** |
| **36** | **G2.B10.S2.A2** | **Hold a "Red Carpet" Event to welcome and provide entering sixth grade students from all feeder elementary schools with team building experiences.** | | | | **$0.00** |
| **37** | **G2.B10.S2.A3** | **Create opportunity for students to interact outside of the school day through a "Back to School Bash". Involve and include teachers and families in planning and facilitating.** | | | | **$0.00** |

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| **38** | **G2.B10.S2.A4** | **Implement Monday Monthly Munchers Club on the last Monday of each month.** | | | | **$0.00** |
| **39** | **G2.B10.S2.A5** | **Create intramural athletic experiences for students with parent volunteers (Cheer, Dance, Archery, etc).** | | | | **$0.00** |
| **40** | **G2.B10.S2.A6** | **Combine student and parent newsletters and notifications through Creative Writing classes. Post on school website, front office and in Guidance.** | | | | **$0.00** |
| **41** | **G2.B10.S2.A7** | **Create a "FIRST Priority" Mentoring Program involving pastors and community members.** | | | | **$0.00** |
| **42** | **G2.B10.S2.A8** | **Investigate the utilization of high school students and mentors for at-risk students/ students on EWS indicators.** | | | | **$0.00** |
| **43** | **G2.B10.S2.A9** | **Create and conduct a STEM emphasis After School Program designed to engage students in STEM enrichment, with a tutorial component to build confidence and esteem of students who are struggling academically.** | | | | **$0.00** |
| **44** | **G2.B12.S1.A1** | **Establish communication protocol including all methods.** | | | | **$0.00** |
| **45** | **G2.B12.S1.A10** | **Utilize the Lake City Reporter and the CCSB Great News Network to share positive RSGA happenings with the community.** | | | | **$0.00** |
| **46** | **G2.B12.S1.A11** | **Create a monthly student-created RSGA publication, with a Title I Parent Corner included, to share with families.** | | | | **$0.00** |
| **47** | **G2.B12.S1.A12** | **Translate printed communications for families where English is a second language.** | | | | **$0.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6150 | 510-Supplies | 0031 - Richardson Sixth Grade Academy | Title, I Part A | | $0.00 |
| | | | *Notes: Materials (11x17 paper and print cartridges) to print translated communications for families* | | | |
| **48** | **G2.B12.S1.A2** | **Create social media platforms to post events.** | | | | **$0.00** |
| **49** | **G2.B12.S1.A3** | **Review RSGA Master Calendar to analyze utilization.** | | | | **$0.00** |
| **50** | **G2.B12.S1.A4** | **Use RSGA Calendar to add RSGA Upcoming Events to Website.** | | | | **$0.00** |
| **51** | **G2.B12.S1.A5** | **Create Remind 101 account for parents who do not have access to internet/ lack of social media.** | | | | **$0.00** |
| **52** | **G2.B12.S1.A6** | **Determine Proactive Communication Practices along with Leadership Team - Review (Chain-of-Command calling-Positive Parent Phone Calls-Social Media Accounts, Monthly Newsletter, Great News Network, etc.)** | | | | **$0.00** |
| **53** | **G2.B12.S1.A7** | **Share Draft of/ Finalize Communication Protocol Plan with collaboration of Staff Members.** | | | | **$0.00** |
| **54** | **G2.B12.S1.A8** | **Share Finalized Communication Protocol Plan with the faculty.** | | | | **$0.00** |
| **55** | **G2.B12.S1.A9** | **Implement Communication Protocol Plan.** | | | | **$0.00** |
| | | | | | **Total:** | **$202,386.70** |