Richey Elementary School

2018-19 Schoolwide Improvement Plan

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Richey Elementary School

6850 ADAMS ST, New Port Richey, FL 34652

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	C*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Allen, Keri	Principal
Iarussi, Trisha	Assistant Principal

Duties

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

The members of the leadership team, including Administration, Instructional Coaches, PLC Facilitators, and members from the Student Support Services Team, work collaboratively to analyze a variety of data in order to inform decisions related to impacting student achievement. While considering the whole child, decisions are made to build capacity with standards aligned instruction and utilizing best practices to improve engagement.

Early Warning Systems

Year 2017-18

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	7	21	21	39	21	31	0	0	0	0	0	0	0	140
One or more suspensions	1	10	7	9	8	11	0	0	0	0	0	0	0	46
Course failure in ELA or Math	1	1	24	32	9	25	0	0	0	0	0	0	0	92
Level 1 on statewide assessment	0	0	0	58	23	48	0	0	0	0	0	0	0	129

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	2	7	18	41	14	28	0	0	0	0	0	0	0	110

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	5	30	16	11	0	0	0	0	0	0	0	67
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 8/2/2018

Year 2016-17 - As Reported

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

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

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

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

Year 2016-17 - Updated

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

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

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The math lowest 25% performed the lowest of all the categories. This does not seem to be a trend as it was not the lowest performing category last year.

Which data component showed the greatest decline from prior year?

The ELA lowest 25% demonstrated the greatest decline from the 16-17 school year to the 17-18 school year.

Which data component had the biggest gap when compared to the state average?

The ELA learning gains category demonstrated the largest gap when compared to the state average. The ELA Learning Gain category was 19% below the state average.

Which data component showed the most improvement? Is this a trend?

The most improved data component was the science. 5th graders performed much better on the science assessment during the 17-18 school year compared to the 16-17 school year.

Describe the actions or changes that led to the improvement in this area.

Actions that led to this gain included intentional planning and focus on instruction, along with support for teachers when necessary.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	43%	56%	56%	44%	52%	52%
ELA Learning Gains	36%	51%	55%	34%	49%	52%
ELA Lowest 25th Percentile	33%	45%	48%	30%	38%	46%
Math Achievement	44%	59%	62%	44%	51%	58%
Math Learning Gains	46%	57%	59%	34%	50%	58%
Math Lowest 25th Percentile	31%	44%	47%	21%	36%	46%
Science Achievement	47%	56%	55%	39%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7 (22)	21 (28)	21 (19)	39 (16)	21 (27)	31 (10)	140 (122)
One or more suspensions	1 (3)	10 (2)	7 (5)	9 (4)	8 (13)	11 (7)	46 (34)
Course failure in ELA or Math	1 (14)	1 (3)	24 (15)	32 (37)	9 (34)	25 (11)	92 (114)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	58 (30)	23 (54)	48 (37)	129 (121)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	37%	57%	-20%	57%	-20%
	2017	60%	60%	0%	58%	2%
Same Grade Comparison		-23%				
Cohort Comparison						
04	2018	43%	55%	-12%	56%	-13%
	2017	45%	59%	-14%	56%	-11%
Same Grade Comparison		-2%				
Cohort Comparison		-17%				
05	2018	38%	56%	-18%	55%	-17%
	2017	38%	52%	-14%	53%	-15%
Same Grade Comparison		0%				
Cohort Comparison		-7%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	28%	59%	-31%	62%	-34%
	2017	55%	58%	-3%	62%	-7%
Same Grade Comparison		-27%				
Cohort Comparison						
04	2018	47%	59%	-12%	62%	-15%
	2017	62%	61%	1%	64%	-2%
Same Grade Comparison		-15%				
Cohort Comparison		-8%				
05	2018	49%	58%	-9%	61%	-12%
	2017	24%	52%	-28%	57%	-33%
Same Grade Comparison		25%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	44%	56%	-12%	55%	-11%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	29	40	29	35	32	42				
ELL	28	47		26	29						
BLK	29	42		33	46						
HSP	33	45	50	37	40	25	50				
MUL	45	33		39	38						
WHT	49	30	19	48	50	48	48				
FRL	42	36	34	41	45	30	46				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	23	51	59	29	44	50	4				
ELL	30	46		50	77						
BLK	53	40		39	27						
HSP	42	47	50	51	53	64	10				
MUL	55	60		59	70						
WHT	52	52	56	50	50	46	21				
FRL	48	49	58	50	50	53	18				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	High Impact Instruction
Rationale	CKLA for K-2 teachers will allow for a more systemic phonics approach to teaching students how to read, further leading them to learn from reading in later grades. The Intervention teacher will provide strategic intervention support in the area of ELA for students who are demonstrating deficient skills when reading grade level text. Accompanying professional development will be provided for K-2 teachers to become familiar with the implementation of CKLA. On going feedback and support will occur as well for teachers implementing Wit and Wisdom as well as math and science curriculum. District supports, as well as, support from Instructional Coaches will be provided to identify focus standards, develop common formative assessments, analyze assessment results and plan for, deliver and monitor the effectiveness of interventions.
Intended Outcome	Through the use of CKLA and the accompanying professional development, students in grade kindergarten through 2nd will increase their reading accuracy and fluency. IRLA will show a decrease in the area of students demonstrating an emergency level as compared to the same months from last school year. Students exiting the grade level with reading proficiency will increase as well from the 2017-2018 school year's IRLA data.
Point Person	Keri Allen (klallen@pasco.k12.fl.us)

Action Step	
Description	Teachers will attend professional development opportunities after school to familiarize themselves with curriculum in the area of ELA, math, and science. Teachers will have the opportunity to collaborate with peers, vertical teams, and analyze data in order to make sound decisions for instruction that are aligned to the standards. The intervention teacher will collaborate with the School Intervention Team to determine which students need what support, analyze previous/current interventions and determine next steps dependent upon the response.
Person Responsible	Keri Allen (klallen@pasco.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Implementation of CKLA will be monitored monthly if not, bi-monthly by admin and coaches to determine necessary support structures. Administration will collaborate with the intervention teacher to determine necessary support based upon the results of intervention data. The effectiveness of the professional development opportunities will be monitored by the implementation of the specific strategies and/or curriculum discussed in an ongoing visit/ feedback cycle with teachers and teams. Further more, NWEA MAPS data will demonstrate an increase in growth towards the individualized growth goal across assessment windows. CFA data, Quarterly Check data, as well as NWEA data will be closely monitored. Exit tickets, Focus Question Tasks, as

well as writing across the curriculum will be monitored for effective instruction. Based upon the data collected, necessary coaching supports will be identified and implemented. Specifically, teachers demonstrating 50% or higher of their class not meeting 50% or higher of proficiency on Quarterly checks will receive curriculum support in that subject area.

Person Responsible	Keri Allen (klallen@pasco.k12.fl.us)

Activity #2	
Title	Data-Driven Decisions
Rationale	MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.
Intended Outcome	After analyzing the MAP Growth measures and implementing effective interventions, we will increase our overall proficiency with quarterly checks to meet the district average or above, decrease the percentage of IRLA Emergency students from 22% to 12%, and increase our levels of proficiency in ELA and Math on the FSA.
Point Person	Keri Allen (klallen@pasco.k12.fl.us)

Action Step	
Description	Data will be analyzed after each MAP Growth assessment within collaborative teams and interventions planned, implemented, and monitored accordingly throughout the year.
Person Responsible	Keri Allen (klallen@pasco.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Collaborative teams will analyze intervention data and reteach and/or regroup accordingly in order to positively impact student achievement.
Person Responsible	Keri Allen (klallen@pasco.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, §§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Richey Elementary staff invite and welcome parents/guardians and volunteers to attend parent conferences, parent nights, breakfast celebrations, Open House, and Meet the Teacher Day. Parents are encouraged to have frequent conferences with teachers throughout the year. The School Advisory Committee is made up of staff and parents who actively participate and provide input as well. Communication is frequent and offered in a variety of ways including, planners, email, phone, School Messenger, face to face conferences, Open House, school website, curriculum events, conference nights, and social media.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

PreK students transition to eating in the cafeteria prior to the end of the school year.

Early intervention begins with data problem solving around Kindergarten students.

The guidance counselor works with the 5th grade students to properly prepare them for the transition to middle school. This includes a site visit to their new school, as well as scheduling and information sessions for students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

During the year business partners and community members are invited to teach sessions related to their field. Students participate in these learning experiences and are encouraged to ask questions.

Part V: Budget

Total:	$297,825.00