

Leon County Schools

John G Riley Elementary School



2022-23 Schoolwide Improvement Plan

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John G Riley Elementary School

1400 INDIANA ST, Tallahassee, FL 32304

<https://www.leonschools.net/riley>

Demographics

Principal: Maurice Stokes

Start Date for this Principal: 6/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students
School Grades History	2021-22: D (39%) 2018-19: D (32%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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<https://www.leonschools.net/riley>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D	D	D	D

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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. 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 mission of John G. Riley Elementary School is to collaborate with students, parents, and the community to develop positive relationships and motivate our scholars to achieve success at their highest possible level.

Provide the school's vision statement.

The vision of John G. Riley Elementary School will be to ensure our students an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscious contributors to our society.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Stokes, Maurice	Principal	As Principal, Mr. Stokes will oversee procedures and processes at the school. He will also communicate with all stakeholders and engage them in school events. He will complete classroom walkthroughs and observations, then have data chats with teachers. Mr. Stokes will oversee the budget and recruit/hire qualified teachers and staff for Riley Elementary.
Gautney, Candace	Assistant Principal	As Assistant Principal, Mrs. Gautney will complete classroom walkthroughs and observations, then have data chats with teachers. She will share appropriate professional development opportunities with teachers and staff. She will communicate with all stakeholders, oversee curriculum, and MTSS Meetings.
Jones, Yvonne	Assistant Principal	As Assistant Principal, Dr. Jones will complete classroom walkthroughs and observations, then have data chats with teachers. She will share appropriate professional development opportunities with teachers and staff. She will communicate with all stakeholders, oversee school safety and discipline, and MTSS Meetings.
Robinson-Calloway, Gladys	Reading Coach	As Reading Coach, Mrs. Robinson-Calloway will oversee interventions and scheduling of interventions. She will also have data chats with grade level teams, individual teachers, and students. She will communicate with all stakeholders, and assist with professional development opportunities for teachers and staff.
Mathews-Nelloms, Dionne	Math Coach	As Math Coach, Mrs. Mathews-Nelloms will oversee interventions and scheduling of interventions. She will also have data chats with grade level teams, individual teachers, and students. She will communicate with all stakeholders and assist with professional development opportunities for teachers and staff.

Demographic Information

Principal start date

Tuesday 6/22/2021, Maurice Stokes

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

523

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	93	83	80	92	82	0	0	0	0	0	0	0	523
Attendance below 90 percent	48	47	39	28	45	29	0	0	0	0	0	0	0	236
One or more suspensions	8	7	19	10	25	18	0	0	0	0	0	0	0	87
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	33	48	34	0	0	0	0	0	0	0	115
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	51	48	0	0	0	0	0	0	0	123
Number of students with a substantial reading deficiency	21	23	49	43	46	37	0	0	0	0	0	0	0	219

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	16	17	36	27	41	34	0	0	0	0	0	0	0	171

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	12	4	4	2	1	0	0	0	0	0	0	0	30
Students retained two or more times	0	3	1	2	1	1	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Tuesday 7/5/2022

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	
Number of students enrolled	88	94	86	93	101	69	0	0	0	0	0	0	0	531
Attendance below 90 percent	68	59	63	64	62	46	0	0	0	0	0	0	0	362
One or more suspensions	7	5	17	23	23	25	0	0	0	0	0	0	0	100
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	23	39	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	21	16	22	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	5	13	19	36	28	0	0	0	0	0	0	0	106

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	9	3	3	2	1	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	1	1	4	2	0	0	0	0	0	0	0	8

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	
Number of students enrolled	88	94	86	93	101	69	0	0	0	0	0	0	0	531
Attendance below 90 percent	68	59	63	64	62	46	0	0	0	0	0	0	0	362
One or more suspensions	7	5	17	23	23	25	0	0	0	0	0	0	0	100
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	23	39	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	21	16	22	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	5	13	19	36	28	0	0	0	0	0	0	0	106

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	9	3	3	2	1	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	1	1	4	2	0	0	0	0	0	0	0	8

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	57%	56%				26%	57%	57%
ELA Learning Gains	47%						31%	54%	58%
ELA Lowest 25th Percentile	38%						32%	47%	53%
Math Achievement	33%	47%	50%				40%	64%	63%
Math Learning Gains	53%						42%	63%	62%
Math Lowest 25th Percentile	50%						34%	45%	51%
Science Achievement	21%	57%	59%				16%	52%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	22%	61%	-39%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	20%	57%	-37%	58%	-38%
Cohort Comparison		-22%				
05	2022					
	2019	24%	56%	-32%	56%	-32%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	63%	-26%	62%	-25%
Cohort Comparison		0%				
04	2022					
	2019	51%	66%	-15%	64%	-13%
Cohort Comparison		-37%				
05	2022					
	2019	25%	61%	-36%	60%	-35%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	17%	54%	-37%	53%	-36%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	36		20	57		8				
ELL	31	50		31	68						
BLK	28	46	35	33	52	55	24				
HSP	34	55		31	67		20				
WHT	40			30							
FRL	31	47	33	32	56	57	22				
2021 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 2019-20	C & C Accel 2019-20
SWD	7	33		5	33						
ELL	11			12							
BLK	16	39	43	8	17	27	10				
HSP	18			15							
MUL				20							
WHT	27			31							
FRL	18	42	36	10	20	33	15				
2019 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 2017-18	C & C Accel 2017-18
SWD	20	17		29	38	55	15				
ELL	17	27		75	85						
BLK	25	31	37	37	39	30	9				
HSP	16	21		47	69						
WHT	42			50							
FRL	26	30	30	40	43	34	16				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

While proficiency increased in all areas, in all grade levels, a few trends did emerge. When disaggregating the data from state assessments, 31% of ELL students in grades 3-5 scored level 3 or higher on both FSA ELA and FSA Math. 44% of ELL students made learning gains in ELA, and 67% made learning gains in Math. SWD performed at 12% proficiency in ELA and 15% proficiency in math. 38% of SWD made learning gains in ELA, and 52% made learning gains in Math. Science proficiency in 5th grade improved from 14% to 21%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

While proficiency increased in all areas, in all grade levels, from the 2020/2021 to the 2021/2022 school year, the areas of 4th grade ELA and Math, 5th grade ELA and Math, and 5th grade Science still demonstrate a need for improvement. 4th grade proficiency in ELA was 22%, math was 21% proficiency. 5th grade ELA proficiency was 32%, while math was 21% proficiency. 5th grade science was also at 21% proficiency. Learning Gains of the lowest 25% is an area of focus. For the 2021-2022 FSA assessment, 39% of 4th and 5th graders in the lowest 25% made learning gains in ELA, and 47% made learning gains in Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Previous years' data shows that the students in these groups suffered from lack of consistency with teachers and instruction previous to 2021/2022. Teacher capacity is still in need of improvement. Continuing the school wide discipline plan, including new revisions based on meeting students where they are in their Social Emotional state, will help students to work through discipline concerns and remain in class more. For the 2022/2023 school year, interventions will begin the first week of school. Utilizing end of the year progress monitoring data, as well as state assessment data, to create groups will help to ensure students are getting the instruction aligned to their need the very first day of school. Professional development will be provided to teachers in order to ensure BEST standards are being taught from the beginning of the school and aligning PLC's throughout the school year to areas that are evident in need individually and as a faculty and staff. Furthermore, the coaching model will be revised

based on teacher capacity, grade level, and student areas of need. Tiered intervention support will be provided by the intervention team consistently throughout each week of the school year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Students across grade levels and in all categories showed improvements based on progress monitoring and 2022 state assessments. Third grade proficiency in both math and ELA showed the highest increases, with 3rd grade math increasing from 8% proficiency in 2020/2021 to 60% proficiency in 2021/2022. Third grade ELA also showed a large increase, from 19% proficiency in 2020/2021 to 42% proficiency in 2021/2022. Third grade ELA progress monitoring data results aligned with the results of the state third grade FSA ELA data.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teacher recruitment and retention played a large part in this improvement. All tested students, in both progress monitoring and state assessments, had a consistent teacher throughout the year. With only one inconsistent teacher unit throughout the year, students were able to receive consistent, high-level, standard-based instruction throughout the entire year. An increase in student attendance, and a decrease in behavioral incidents also were contributing factors to this improvement. The average attendance at Riley during the 2021-2022 school year was 86%. Discipline referrals decreased by 52%, which allowed students to stay in class during instruction. Professional development was provided weekly for all faculty. Collaborative planning sessions with instructional coaches were also held weekly for teachers.

What strategies will need to be implemented in order to accelerate learning?

Weekly coaching meetings, to ensure appropriate implementation of the BEST standards, will take place. Continuous progress monitoring will be implemented. Bi-weekly data chats will be more intentional between administration/coaches and teachers, as well as between teachers and students. On-going professional development will be provided throughout the school year to support teachers in the areas of data, interventions, and effective instructional strategies with implementation of the BEST standards. Intervention groups for both math and reading will begin the first week of school, utilizing end of the year progress monitoring data and statewide assessment data to create groups. Students identified as the lowest 25% in 4th and 5th will receive their core instruction from resource teachers and instructional coaches. In 2nd and 3rd grade, instructional coaches and resource teachers will be paired with classroom teachers to provide a coteaching environment for core instruction. Intervention teachers will pull 2nd-5th grade students for tier 3 support. Kindergarten students will be grouped by readiness, allowing for acceleration and remediation at their levels. Kindergarten teachers will have an hourly teacher to help provide instructional support throughout the grade level. Additional paraprofessionals will be placed between 1st/2nd grade and 3rd/4th grade to provide support during core instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Throughout the school year, teachers will take part in weekly professional development opportunities related to BEST Standards implementation, using data for classroom instruction, classroom management, discipline, math strategies, reading strategies, hands on science, etc. These opportunities will be presented by instructional coaches and/or the leadership team, with support from LCS curriculum developers and/or professional development office. Teachers will participate in the John G. Riley Innovative Teaching Retreat before preplanning, to focus on instructional strategies, BEST Standards, and implementation of the new core curriculum.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Instructional walkthroughs will take place weekly by instructional coaches as well as administration. Feedback from these walkthroughs will be shared with teachers each week, and any plans for changes or improvements will be discussed. Professional development will be scheduled and offered as needed to ensure strategies are being used effectively and BEST standards are being implemented as expected. Strategies used in the previous year that were effective will continue to be used, and strategies that were not effective will be changed to better meet the needs of our population. The 21st Century afterschool program will be available to students, a Beyond the Bell program will be offered to assist with reteaching and enrichment. Parent involvement evenings and activities will be scheduled to keep parents involved in the teaching and learning taking place at Riley.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

When disaggregating the data from state assessments, and according to EduData, 27% of SWDs achieved proficiency on FSA, 35% of White students achieved proficiency on FSA, and 39% of Black or African American students achieved proficiency on FSA.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 41% of SWDs in grades K-2 will achieve proficiency on PM3.
 At least 41% of White students in grades K-2 will achieve proficiency on PM3.
 At least 41% of Black or African American students in grades K-2 will achieve proficiency on PM3.
 At least 38% of SWDs in grades 3-5 will achieve proficiency on FAST PM3.
 At least 45% of White students in grades 3-5 will achieve proficiency on FAST PM3.
 At least 50% of Black or African American students in grades 3-5 will achieve proficiency on FAST PM3.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Students will begin interventions the first week of school in August, based on end of year progress monitoring and state assessment data. Goal setting for each student will take place once baseline progress monitoring assessments are administered. BEST standards-based assessments will be used to monitor students' mastery. Feedback will be provided to students weekly. Data chats between teachers and instructional coaches will take place weekly, and new goals will be set for students as they progress. Data chats will be monitored by administration. Specific strategies for SWDs will be shared with teachers during weekly professional development, as well as during collaborative planning meetings in order to meet the needs of their classroom population. These strategies will be monitored through walkthroughs and observations by coaches and administration.

Person responsible for monitoring outcome:

Candace Gautney (gautneyc@leonschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Continuous progress monitoring will be implemented. Collaboration and communication within grade level teams and with instructional coaches will assist with goal setting for students and implementation of strategies SWDs. Teachers will adjust instruction as needed for their classroom population to ensure progress towards their goals. Ongoing data chats with teachers, students, and parents.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

By utilizing these progress monitoring tools, we can confidently project end of year proficiency. By consistently monitoring progress toward goals, our students in these subgroups will understand and be guided through the steps needed to take for improvement in ELA, math, and science.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will complete baseline progress monitoring assessments and the beginning of the school year, then set goals for their achievement throughout the year, with student specific goals for intended growth for each assessment with the overall intended goal/outcome in mind.

Person Responsible Candace Gautney (gautneyc@leonschools.net)

Students will be administered progress monitoring opportunities in ELA, consisting of standards-based assessments. Students and teachers will record/chart scores and discuss progress toward achieving the set goal. The student and teacher will then discuss how the student can achieve that goal with strategies or a specific focus area. Our goal is for each data chat occurrence a parent/guardian is also advised of how to assist and/or the goal to support their child's continued success.

Person Responsible Gladys Robinson-Calloway (robinsongl3@leonschools.net)

Walkthroughs will be conducted and a co-teacher model to assess the instructional practices being used aligned with the "Big M", understanding of the misconception of the standard, item type usage, horizontal alignment of skills, usage of complex questions with the understanding that the coach is a thought partner and will provide co-teaching assistance based on a schedule distributed by administration to build capacity of teachers and students. Students will be administered progress monitoring opportunities in Math, consisting of standards-based assessments. Students and teachers will record/chart scores and discuss progress toward achieving the set goal.

Person Responsible Dionne Mathews-Nelloms (mathews-nellomsd@leonschools.net)

Weekly feedback regarding student goal progress will be shared with teachers by the instructional coaches. Monthly, administration and/or instructional coaches will hold data chats with teachers. Weekly monitoring of the pacing guides and frameworks to ensure all content will be covered with time to review prior to state testing. Also, monthly, teachers will hold data chats with students, where the progress toward their set goals will be discussed and new goals will be set. The parents/guardians will be alerted of their child's progress at the end of each month following the data chats with teachers and students.

Person Responsible Candace Gautney (gautneyc@leonschools.net)

Collaborative planning sessions will be held each week with reading and math coaches. Before the sessions, teachers are to complete the instructional lesson plan guide, covering benchmarks, expectations, accommodations, resources, essential question, and key vocabulary. During the collaborative planning sessions, teachers create the instructional PowerPoint that they use for daily instruction, as well as practice teaching the skill for the week. After planning, teachers reevaluate their instruction and analyze data to guide next steps.

Person Responsible Gladys Robinson-Calloway (robinsongl3@leonschools.net)

#2. Positive Culture and Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

While attendance improved to 86% of students present each day, there is still much room for improvement. In the 2021-2022 school year, there were 236 students at Riley below 90% attendance: 48 in K, 47 in 1st grade, 39 in 2nd grade, 28 in 3rd grade, 45 in 4th grade, and 29 in 5th grade. This is a decrease from 362 students in the 2020-2021 school year. There were also 52% fewer discipline referrals during the 2021-2022 school year, in comparison to the 2020-2021 school year. While these are all trending in the right direction, there is still room for improvement.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Attendance: We would like to see a 40% decrease in the number of students reported at less than 90% attendance.
 Discipline: We would like to see a 25% decrease in discipline referrals for the school as a whole.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Attendance reports will be run daily to ensure we are aware of which students are missing school. Parents/guardians will be contacted when students are missing school. Home visits will be conducted as needed to address attendance concerns, and attempts will be made to transport students in an effort to eliminate barriers to attendance. A school-wide discipline plan will be in place where all teachers and staff are using the same language and expectations are known and understood by all stakeholders. Discipline data will be reviewed regularly to address areas of concern with particular students, teachers, or grade levels. Interventions will be put into place for these students and/or classes to curb reoccurring issues.

Person responsible for monitoring outcome:

Yvonne Jones (jonesy@leonschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Teams will collaborate and plan together, building positive relationships that will add to the overall school culture and build morale. The behavior support team along with the leadership team will ensure that a schoolwide discipline plan is being used by all teachers and staff members, with common language so all stakeholders are aware of the expectations and consistency is upheld. Weekly celebrations will be held to highlight students in different areas. A PBIS system, where classroom incentives will be in place to motivate students to achieve at their highest level in all areas, will be utilized. Community partners will be engaged with staff and students often, including through our "Adopt a Cub"

implemented for this Area of Focus. mentor program. SEL will be offered to all students as a class through the special area/ elective wheel, which will allow students the opportunity to learn strategies to help regulate emotions and behaviors.

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

By involving all stakeholders in the culture and environment of Riley, we will continue to change the culture in a positive way. When all pieces of a child's environment are untied to assist with achievement of a certain goal, the student will achieve at a higher level. The students will know the expectations and will be held to them. Parents will assist in this endeavor by attending functions, communicating regularly with teachers, and ensuring their children are in attendance regularly. Teachers and staff will promote the positive climate by ensuring daily opportunities for success. The community will assist in this endeavor by participating in our events offered throughout the year.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collect and share student attendance data and discipline data bi-weekly. Hold weekly celebrations for attendance, discipline, and academics. Communicate with parents regarding attendance and discipline. Post chart at front of school daily to share attendance data from the previous day.

Person Responsible Yvonne Jones (jonesy@leonschools.net)

Organize community events throughout the year. Meet with stakeholders to encourage attendance two times per year. Coordinate with SAC, PTO, and Faith-based partners to encourage attendance and positive discipline.

Person Responsible Maurice Stokes (stokem1@leonschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

62% of K students achieved at a proficient level on the 2021-2022 STAR Early Literacy Assessment.

31% of 1st grade students achieved at a proficient level on the 2021-2022 STAR Early Literacy Assessment.

23% of 2nd grade students achieved at a proficient level on the 2021-2022 STAR Reading Assessment.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

41% of 3rd grade students achieved at a level 3 or higher on the 2021-2022 FSA ELA Assessment.

22% of 4th grade students achieved at a level 3 or higher on the 2021-2022 FSA ELA Assessment.

32% of 5th grade students achieved at a level 3 or higher on the 2021-2022 FSA ELA Assessment.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

65% of K students will achieve proficiency on the statewide ELA assessment.

65% of 1st grade students will achieve proficiency on the statewide ELA assessment.

45% of 2nd grade students will achieve proficiency on the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

45% of 3rd grade students will achieve proficiency on the statewide ELA assessment.

55% of 4th grade students will achieve proficiency on the statewide ELA assessment.

40% of 5th grade students will achieve proficiency on the statewide ELA assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Students will begin interventions the first week of school in August, based on end of year progress monitoring and state assessment data. Resource teachers will pull small groups and/or push into classrooms 3-5 times per week for Tier 2 and 3 interventions, as well as math interventions. Goal setting for each student will take place once baseline progress monitoring assessments are administered. BEST standards-based assessments will be used to monitor students' mastery. Feedback will be provided to students weekly. Data chats between teachers and instructional coaches will take place weekly, and new goals will be set for students as they progress. Data chats will be monitored by administration. Specific strategies will be shared with teachers during weekly professional development, as well as during collaborative planning meetings in order to meet the needs of their classroom population. These strategies will be monitored through walkthroughs and observations by coaches and administration.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Gautney, Candace, gautneyc@leonschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The SAVVAS reading program will be utilized for grades K-5 for the 2022-2023 school year. This program meets Florida's definition of evidence-based, is aligned with the district's K-12 Comprehensive Evidence-Based Reading Plan and is aligned to the BEST Standard. Intervention groups will begin the first week of school, utilizing end of the year progress monitoring data and statewide assessment data to group students. Students in the lowest 25% in 4th and 5th will receive their core instruction from resource teachers and instructional coaches. In 2nd and 3rd grade, instructional coaches and resource teachers will be paired with classroom teachers to provide a coteaching environment for core instruction. Intervention teachers will pull 2nd-5th grade students for tier 3 support. Kindergarten students will be grouped by readiness, allowing for acceleration and remediation at their levels. Kindergarten teachers will have instructional support throughout the grade level. Additional paraprofessionals will be utilized for support.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The SAVVAS program includes a plethora of resources for all tiers of student instruction. Riley will be diligent in effort to monitor the use of writing within the reading block due to this being an area of need. Utilizing a co-teaching model for core instruction will help to provide students with more small-group instruction to better meet their needs, which is an effective strategy to use with our population. Having instructional coaches and resource teachers providing core instruction for the lowest 25% in 4th and 5th grade will allow for smaller groups and the ability to better meet their individual needs based on progress monitoring assessments and classroom data. Instructional coaches will utilize various instructional strategies such as think-pair-share, formative assessment, text coding, paraphrasing, peer engagement, etc. to enhance the learning environment.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership Riley will have a Literacy Team which will consist of administration, reading coach, intervention teachers, and resource teachers. This team will meet monthly to plan professional development opportunities related to literacy, organize and run the Read at Home program, and enlist the assistance of community partners to meet our literacy goals related to the measurable outcomes listed above.</p>	<p>Robinson-Calloway, Gladys, robinsongl3@leonschools.net</p>
<p>Professional Learning With the guidance of the Literacy Team, professional development opportunities will be offered weekly for teachers on Well Wednesday, based on data trends from progress monitoring. Self-paced courses through Canvas, offered by LCS, will also be shared with students. Professional development opportunities will also be offered based data gathered by administration and instructional support teachers during walkthroughs.</p>	<p>Gautney, Candace, gautneyc@leonschools.net</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Open communication and collaboration will be used to ensure high expectations are maintained throughout the year. Teams will continue to collaborate and plan together, building positive relationships that will add to the overall school culture and continue to build morale. The behavior support team along with the leadership team will ensure that a school-wide discipline plan is being used consistently by all teachers and staff members, with common language so all students are aware of expectations. Students of the week will be chosen based on academic, behavioral, attendance, and other criteria. Weekly celebrations will continue to be held to highlight students in different areas. Awards celebrations will be held throughout the year for our scholars. Classroom incentives such as trips to the on-campus game room will be in place to motivate students to achieve at their highest level in all areas.

The Community Assessment Team (CAT) will meet three times per year: November, February, and April. Membership will consist of administration, a school board representative, and local college faculty members with school improvement experience. During these meetings, student performance data will be shared as well as data relating to attendance and discipline. After the meetings have been held, a debrief will be shared on Listserv as well as with PTO and SAC.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The role of students is to follow the expectations of Riley Elementary School. Parents help in this endeavor by supporting their student, the teachers, and staff by attending school functions, communicating regularly, and ensuring their child is in attendance. Teachers and staff promote a positive culture and environment by holding to their belief that all students can learn and will learn to their highest ability, and by providing daily opportunities for success. Community partners are engaged with our staff and students often, due to community events and sponsorship opportunities, backpack and supply giveaways, book fairs, family nights, and other events throughout the year. Florida State University Education Department and Athletics Departments along with other local universities will serve a vital role on the campus. John G. Riley Elementary School will continue building partnerships; while embracing their current extended family/ partners: Ajax Building Company, Pilot Club of Tallahassee, Thomas Howell Ferguson, Carroll & Company, District 850, Merrill Lynch - MDWD Group, Mill Creek Financial Consultants, Moore Agency, Ausley McMullen, Prime Meridian Bank, Lively Technical College, Jacob's Chapel Baptist Church, St. John's Episcopal, Strong & Jones Widow and Widowers, Tallahassee Fire Department, Perry Lodge #187, Prime Meridian Bank, Rotary Club, O. J. Chestnut, KCCI, TCC AFC Chapter/ Classified Staff, Tal Chamber, Wakulla Correctional Institute, The McQueen Family, Project Tallahassee, ABC 27/ WTXL Tallahassee, Meridian Woods Church, Smokin Lo's, Mario Cleaning Services, UF Extension, Northside Kiwanis Club, Southside Rotary Club, The Moore Agency, and Keylo's Barbershop.