

A word cloud graphic featuring various educational and strategic terms. The words are arranged in a circular pattern, with 'students' and 'teaching' being the largest. Other prominent words include 'school', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'achievement', 'supportive', 'problem solving', '8-Step', 'zero', 'ambitious', 'effective', 'leadership', 'strategies', 'resources', 'assessment', 'career', 'college', and 'and'. The words are in various sizes and colors, including blue, yellow, orange, and grey.

2014-15 School Improvement Plan

Richey Elementary School

6850 MADISON ST, New Port Richey, FL 34652

www.pasco.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

88%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

B

A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

Richey Elementary is a community school. Families and community members are often invited into the school to participate in activities and events. A registration day event is held that is widely advertised and highly attended. This is the first opportunity that teachers have to begin building relationships with students and families. Shortly after, an Open House event is held. Throughout the first few weeks, students are encouraged to share information about themselves and their backgrounds. Several community events are planned that allow for home and school connections. Additionally, multiple staff members are strategically placed throughout campus to greet students and families on a daily basis.

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

Each grade level behavior plan highlights a rule that fosters safety and respect. These rules are specifically taught and practiced to ensure understanding. When rules are broken or issues arise, mini-lessons are taught to address concerns. The school guidance counselor also teaches a curriculum that focuses on safety and respect. There is a clear plan for reporting bullying and harassment as well. After school, students are invited to participate in a variety of club activities that are hosted by adult volunteers. These clubs not only focus on student interests but on behaving in safe and respectable ways.

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

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Richey Elementary School has a Parent Involvement Assistant. Her primary role is to build relationships with both families and community members. This is done through a variety of means. Written communication, social media and telephone communication have proven to be successful, however, face to face connections are the most effective. The School Advisory Council provides the community another opportunity for school involvement. Community membership is strongly encouraged and multiple community agencies are represented.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Meisner, Ken	Principal
Allen, Keri	Assistant Principal

Duties

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

Both administrators act as instructional leaders at Richey Elementary. The grade level responsibilities for facilitating professional learning communities, data analysis meetings, and providing feedback about teaching and learning are equally divided. A team has been created to assist with shared decision making and problem solving around school-wide concerns. This team is facilitated by administration, but all voices are equally heard. Additionally, the school leaders model continual learning for faculty and staff. They backwards plan all professional learning opportunities for instructional staff members and coach teachers to improve teaching and learning. As with all building administrators, management tasks are also necessary in order to maintain a smoothly functioning school.

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. The instructional coaches are tasked with resource inventory each year, in order to maintain the most accurate documentation possible.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Arlita Koenig	Teacher
Kenneth Miesner	Principal
Misty McClain	Teacher
Rachel Sojka	Teacher
Audrey Derkiss	Education Support Employee
Betty Batey	Business/Community
Terri Funseth	Parent
Jeane Ann Lewis	Business/Community
Eirene Mathews	Parent
Stephanie Pascalli	Business/Community
Kevin Pazourek	Business/Community
Robyn Royster	Parent
Meghan Watkins	Teacher
Deanna DeCubellis	Teacher

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the School Improvement Plan and provided feedback about the goals and planned strategy implementation.

Development of this school improvement plan

The School Advisory Council reviewed the SIP at the end of the year. They also reviewed the current student achievement data, student behavior data, as well as student attendance data. Feedback was provided about school priority areas and school areas of concern.

Preparation of the school's annual budget and plan

The School Advisory Council reviewed the proposed budget. They had an opportunity to provide feedback and voice concerns or suggestions.

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

\$3,896.90 Mini-Grants for teachers/teams for resources to enrich and intervene with students.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Allen, Keri	Assistant Principal
Meisner, Ken	Principal

Duties

Describe how the LLT promotes literacy within the school

This team is helping to develop a love of reading across all grade levels. As a team, this group will be trained in "levels checks" to accurately be able to identify a student's reading level using the IRLA. They will do Literacy Walkthroughs across campus to identify strengths and areas of focus for professional development. They will also work as a group to create scales and KUDS for literacy professional development. This will allow for focused and differentiated professional development across the school.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each team has two protected planning times each week where collaborative planning takes place. At the start of the school year, this work began with a focus on the step-zero work. Each teacher took a personality style indicator test, which allowed each team to more clearly understand the personalities of each team member. The teams then spent time focusing on the norms that would help them to become highly functioning teams and how they would address the norms that were broken within the team. With a trained facilitator on each team, the teams of teachers will be able to backwards plan and collaborate at a high level with a focus on student results. This year, the professional development for those facilitators will continue to encourage ongoing learning and strengthening of skills.

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

Only highly qualified teachers are hired at Richey Elementary. Applicants are thoroughly screened in the Winocular system to identify the candidates with the highest potential. While going through the screening process, teachers who are not certified-in-field are not considered for employment. New teachers are provided mentor teachers to assist them. High quality professional development is provided to all instructional employees.

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

New teachers are paired with mentors who teach a similar grade level. They are paired based on personality, teaching style and apparent need. Mentors attend new teacher meetings with their assigned new teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The teachers collaboratively plan using the Florida Standards. They also use common assessments that are aligned to the Florida Standards. Our resources are aligned to the Florida Standards as well. During instructional walkthroughs, evidence of standards based instruction is observed.

Instructional Strategies

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

Every other Friday, teams meet to analyze formative assessment data to meet the needs of students. During these "Responding to Learning" sessions, teams determine which students need additional support with an instructional standard/strategy as well as those students who have mastered the learning and are in need of enrichment. Small groups are then created based on flexible needs. ESE Support Facilitators and Intervention Teachers work with the teachers to plan for lessons that meet the needs of all of the diverse learners.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,800

This program is for students in grades 3, 4 and 5 for additional instruction in both Math and Literacy. Students will be identified based on previous retentions, as well as their state standardized test scores. Teachers will engage students in number talks to increase mathematics fluency, as well as individual reading conferences to support literacy.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Meisner, Ken, kmiesner@pasco.k12.fl.us

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

IRLA data

ReadyGen Unit assessments

Discovery Education assessments

Student Transition and Readiness

PreK-12 Transition

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

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

Incoming kindergarten students are screened prior to starting school.

PreK and Kindergarten teachers plan vertically throughout the year.

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

Early intervention begins with data problem solving around Kindergarten students.

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase in all academic areas, if we collaborate to provide high quality, data-driven instruction using effective strategies while teaching standards rigorously.
- G2.** If we increase the implementation of school-wide tiered systems of support for behavior and attendance, then students will increase their on-task behavior and remain in class which will improve all student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase in all academic areas, if we collaborate to provide high quality, data-driven instruction using effective strategies while teaching standards rigorously. 1a

G043169

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	69.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- ReadyGen, State Standards, IRLA, Marzano Framework, iObservation Resources, PLC Facilitators Training, Canvas Elementary Learning Network
- Instructional Coaches - ICT Literacy Coach, ITC - Literacy Coach, ITC - Math Coach
- PLC Unit planning and unpacking standards
- Responding to Learning Teams

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of how to utilize formative assessments to differentiate instruction and plan interventions.

Plan to Monitor Progress Toward G1. 8

Student Academic Data

Person Responsible

Ken Meisner


Schedule

Every 6 Weeks, from 9/19/2014 to 5/29/2015

Evidence of Completion

Common Assessment Data

G2. If we increase the implementation of school-wide tiered systems of support for behavior and attendance, then students will increase their on-task behavior and remain in class which will improve all student achievement. 1a

 G043092

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0
Discipline incidents	100.0
AMO Math - All Students	65.0
AMO Reading - All Students	69.0

Resources Available to Support the Goal 2

- PBS (Positive Behavior Support)
- Tough Kids Toolbox by William Jenson
- School Psychologist
- Guidance Counselor
- Social Worker
- District Attendance Committee

Targeted Barriers to Achieving the Goal 3

- Lack of school-wide positive supports

Plan to Monitor Progress Toward G2. 8

Behavior Referral Data

Person Responsible

Keri Allen

Schedule

Every 6 Weeks, from 10/20/2014 to 5/29/2015

Evidence of Completion

Office Discipline Referral Counts

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. Student achievement will increase in all academic areas, if we collaborate to provide high quality, data-driven instruction using effective strategies while teaching standards rigorously. **1**

 G043169

G1.B1 Lack of understanding of how to utilize formative assessments to differentiate instruction and plan interventions. **2**

 B105575

G1.B1.S1 Provide professional development around formative assessments. **4**

 S116859

Strategy Rationale

When teams utilize formative assessments to plan for instruction, student achievement will increase.

Action Step 1 **5**

Attend PLC Facilitator Training

Person Responsible

Keri Allen

Schedule

On 9/10/2014

Evidence of Completion

Training Sign-In Sheets

Action Step 2 5

PLC Facilitators will guide their teams through data-driven conversations around formative assessments.

Person Responsible

Keri Allen

Schedule

Biweekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Meeting Notes

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

Observations of Meetings

Person Responsible

Ken Meisner

Schedule

Biweekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Observation Notes

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

Monitor student academic data

Person Responsible

Ken Meisner


Schedule

Biweekly, from 9/19/2014 to 5/29/2015


Evidence of Completion

Common Assessment Data


G2. If we increase the implementation of school-wide tiered systems of support for behavior and attendance, then students will increase their on-task behavior and remain in class which will improve all student achievement. 1

 G043092

G2.B1 Lack of school-wide positive supports 2

 B105362

G2.B1.S1 Positive Behavior Supports (PBS) Training 4

 S116678

Strategy Rationale

Students will increase their positive behaviors after teachers participate in professional development and implement a school-wide incentive program.

Action Step 1 5

Positive Behavior Supports (PBS) Training

Person Responsible

Keri Allen

Schedule

Biweekly, from 9/8/2014 to 4/27/2015

Evidence of Completion

Meeting agendas, data analysis, and problem solving notes. A decrease in referrals, increase in attendance rates.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom Observations

Person Responsible

Keri Allen

Schedule

Quarterly, from 10/20/2014 to 10/20/2014

Evidence of Completion

Observation "Look fors"

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

Feedback from Staff Members

Person Responsible

Keri Allen


Schedule

Quarterly, from 10/20/2014 to 4/27/2015

Evidence of Completion

Survey Monkey Reports

G2.B1.S2 Develop and implement a school-wide incentive plan 4

 S116806

Strategy Rationale

Students will increase their positive behaviors after teachers participate in professional develop and implement a school-wide incentive plan.

Action Step 1 5

The Student Engagement Work Group will analyze data and develop a school-wide incentive plan.

Person Responsible

Schedule

On 10/20/2014

Evidence of Completion

Meeting notes and presentation sign-in sheet

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

Observations of students receiving incentives for positive behaviors

Person Responsible

Keri Allen

Schedule

Daily, from 10/20/2014 to 5/29/2015

Evidence of Completion

Records of Incentives

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

Student positive behaviors will increase / Teacher Survey

Person Responsible

Keri Allen

Schedule

Semiannually, from 10/20/2014 to 5/29/2015

Evidence of Completion

Teacher survey data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Positive Behavior Supports (PBS) Training	Allen, Keri	9/8/2014	Meeting agendas, data analysis, and problem solving notes. A decrease in referrals, increase in attendance rates.	4/27/2015 biweekly
G2.B1.S2.A1	The Student Engagement Work Group will analyze data and develop a school-wide incentive plan.		10/20/2014	Meeting notes and presentation sign-in sheet	10/20/2014 one-time
G1.B1.S1.A1	Attend PLC Facilitator Training	Allen, Keri	9/10/2014	Training Sign-In Sheets	9/10/2014 one-time
G1.B1.S1.A2	PLC Facilitators will guide their teams through data-driven conversations around formative assessments.	Allen, Keri	9/19/2014	Meeting Notes	5/29/2015 biweekly
G1.MA1	Student Academic Data	Meisner, Ken	9/19/2014	Common Assessment Data	5/29/2015 every-6-weeks
G1.B1.S1.MA1	Monitor student academic data	Meisner, Ken	9/19/2014	Common Assessment Data	5/29/2015 biweekly
G1.B1.S1.MA1	Observations of Meetings	Meisner, Ken	9/19/2014	Observation Notes	5/29/2015 biweekly
G2.MA1	Behavior Referral Data	Allen, Keri	10/20/2014	Office Discipline Referral Counts	5/29/2015 every-6-weeks
G2.B1.S1.MA1	Feedback from Staff Members	Allen, Keri	10/20/2014	Survey Monkey Reports	4/27/2015 quarterly
G2.B1.S1.MA1	Classroom Observations	Allen, Keri	10/20/2014	Observation "Look fors"	10/20/2014 quarterly
G2.B1.S2.MA1	Student positive behaviors will increase / Teacher Survey	Allen, Keri	10/20/2014	Teacher survey data	5/29/2015 semiannually
G2.B1.S2.MA1	Observations of students receiving incentives for positive behaviors	Allen, Keri	10/20/2014	Records of Incentives	5/29/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If we increase the implementation of school-wide tiered systems of support for behavior and attendance, then students will increase their on-task behavior and remain in class which will improve all student achievement.

G2.B1 Lack of school-wide positive supports

G2.B1.S1 Positive Behavior Supports (PBS) Training

PD Opportunity 1

Positive Behavior Supports (PBS) Training

Facilitator

Keri Allen

Participants

All RES Staff Members

Schedule

Biweekly, from 9/8/2014 to 4/27/2015

G2.B1.S2 Develop and implement a school-wide incentive plan

PD Opportunity 1

The Student Engagement Work Group will analyze data and develop a school-wide incentive plan.

Facilitator

Keri Allen

Participants

RES Staff

Schedule

On 10/20/2014