John G Riley Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

John G Riley Elementary School

1400 INDIANA ST, Tallahassee, FL 32304

https://www.leonschools.net/riley

Principal: April Knight

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: D (32%) 2017-18: C (46%) 2016-17: D (35%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Jeff Sewell](#)
Turnaround Option/Cycle	
Year	N/A
Support Tier	TIER 1
ESSA Status	
* 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.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Leon County Schools is to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society.

Provide the school's vision statement

John G. Riley's Vision: Our school will be 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
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities

Knight, April	Principal	The principal leads the school community in developing, communicating and implementing a vision that is informed by the community context.

The principal leads the school community in developing, communicating and implementing a vision that is informed by the community context.
• The leadership team sets high expectations for teaching andlearning.
• The leadership team will support initiatives which foster leadership,shared decision making and a continuous improvement model.
• The leadership will identify resources to increase data driveninstruction with best practices to sustain highquality instruction.
• School personnel share leadership responsibilities and participate indecision making that advances the school's mission. Collectively, the team will:
• Attend grade level meetings
• Implement data driven intervention programs
• Embed onsite professional development
• Schedule daily common planning times
• Visit classrooms to observe instruction and provide feedback
• Schedule opportunities for teachers participate in peer observationand feedback

Brown,Assistant The assistant principal supports the principal in all aspects of Lindsey Principal instructional and operational leadership.

Demographic Information

Principal start date
Monday 7/1/2019, April Knight

Number of teachers with a 2019 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. 0

Number of teachers with a 2019 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. 0

Total number of teacher positions allocated to the school 36

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: D (32%) 2017-18: C (46%) 2016-17: D (35%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	N/A
Support Tier	TIER 1
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	111	102	108	115	69	93	0	0	0	0	0	0	0	598
Attendance below 90 percent	46	31	41	35	33	31	0	0	0	0	0	0	0	217
One or more suspensions	9	6	4	17	39	33	0	0	0	0	0	0	0	108
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 ELA assessment	0	0	0	25	23	39	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide Math assessment	0	0	0	21	16	22	0	0	0	0	0	0	0	59

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	1	11	17	12	25	0	0	0	0		0	0	0	57

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	4	1	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	1	0	5	2	2	0	0	0	0	0	0	0	10

Date this data was collected or last updated

Friday 5/22/2020

Prior Year - 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	
Number of students enrolled	109	96	115	123	65	89	0	0	0	0	0	0	0	597
Attendance below 90 percent	44	45	29	33	31	43	0	0	0	0	0	0	0	225
One or more suspensions	11	11	21	39	33	33	0	0	0	0	0	0	0	148
Course failure in ELA or Math	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	58	47	66	0	0	0	0	0	0	0	171

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	6	4	9	41	33	41	0	0	0	0	0	0	0	134

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	5	1	32	1	0	6	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Prior Year - 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	
Number of students enrolled	109	96	115	123	65	89	0	0	0	0	0	0	0	597
Attendance below 90 percent	44	45	29	33	31	43	0	0	0	0	0	0	0	225
One or more suspensions	11	11	21	39	33	33	0	0	0	0	0	0	0	148
Course failure in ELA or Math	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	58	47	66	0	0	0	0	0	0	0	171

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	6	49 41	33	41 0 0 0 0	0				00	134

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 5	1 32 1 0 6 0 0 0		0	0	0	48
Students retained two or more times	0 0 0	2	0000000	0	0		2

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	26%	57%	57%	34%	57%	56%
ELA Learning Gains	31%	54%	58%	47%	53%	55%
ELA Lowest 25th Percentile	32%	47%	53%	59%	46%	48%
Math Achievement	40%	64%	63%	51%	61%	62%
Math Learning Gains	42%	63%	62%	57%	55%	59%
Math Lowest 25th Percentile	34%	45%	51%	42%	40%	47%
Science Achievement	16%	52%	53%	29%	52%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	22%	61%	-39%	58%	-36%
	2018	30%	61%	-31%	57%	-27%
Same Grade Comparison	-8%					
Cohort Comparison						
04	2019	20%	57%	-37%	58%	-38%
	2018	34%	58%	-24%	56%	-22%
Same Grade Comparison	-14%					
Cohort Comparison	-10%					
05	2019	24%	56%	-32%	56%	-32%
	2018	32%	57%	-25%	55%	-23%
Same Grade Comparison	-8%					
Cohort Comparison	-10%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	63%	-26%	62%	-25%
	2018	51%	64%	-13%	62%	-11%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	51%	66%	-15%	64%	-13%
	2018	38%	62%	-24%	62%	-24%
Same Grade Comparison		13%				
Cohort Comparison		0%				
05	2019	25%	61%	-36%	60%	-35%
	2018	51%	58%	-7%	61%	-10%
Same Grade Comparison		-26%				
Cohort Comparison		-13%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	17%	54%	-37%	53%	-36%
	2018	29%	56%	-27%	55%	-26%
Same Grade Comparison		-12%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
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				

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 2015-16	C & C Accel 2015-16
SWD	31	25	27	50	42	20	20				
ELL	19	42		44	50						
BLK	34	44	65	52	55	41	31				
HSP	17	50		44	57						
WHT	50			50							
FRL	34	45	58	51	56	44	32				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index − All Students	36
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	69
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
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

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

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	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

English Language Arts (ELA) is the area showing the lowest performance. The contributing factors of ELA being the lowest area of performance included the following:
lack of consistency attending school, inconsistent interventions and inappropriate behaviors contributing to the classroom learning environment.

Which data component showed the greatest decline from the prior year?
Explain the factor(s) that contributed to this decline

Reading proficiency decreased by 8% from 2017-2018 to 2018-2019. The decline of ELA performance within the Bottom 25% quartile and overall learning gains are an area of concern contributing to decreased achievement of the FSA ELA assessment. The factors attributed to this decline included: lack of consistent interventions within subgroups, data tracking system for kindergarten through fifth grade, inconsistent implementation of reading intervention, poor attendance and disruptive classroom behaviors are barriers consistently impacting student achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Science proficiency declined by 13% from the 2017-2019 school year to the 2018-2019 school year. This created a gap of 37% when compared to the state's average. Riley has not consistently targeted science instruction in grades K-5. In some instances, science was omitted from the schedule or taught less than five (5) days per week.

Which data component showed the most improvement? What new actions did your school take in this area?

Riley Elementary is strategically working to show mastery and growth of ELA skills. Students identified as level 1 and in the lower 25% of ELA performers will be provided tier 3 interventions. An intervention block has been built into the master schedule. A reading intervention team helps to deliver reading intervention during the identified block. Content area reading will be implemented through special area classes. Riley will implement quarterly schoolwide strategies to support improved vocabulary and comprehension. Progress monitoring of reading comprehension, through STAR, will occur monthly. To measure fluency and vocabulary growth, Level 1 students will also be progress monitored, bi-weekly, through Aimsweb, In addition to STAR and Aimsweb, teachers will analyze, weekly, Wonders reading comprehension assessment results. Afterschool tutoring will begin during the first semester.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Students' overall attendance rates below 90% schoolwide and the number of students performing at level 1 as measured by FSA ELA and FSA Math are areas of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

The highest priorities for schoolwide improvement in the upcoming year are:
1. Increase reading proficiency in grades 3rd-5th on the FSA ELA assessment.
2. Increase math proficiency in grades 3rd-5th on the FSA Math assessment.
3. Increase science proficiency on the 5th grade NGSSS Science assessment.
4. Increase overall student learning gains in reading on the FSA ELA assessment.
5. Increase overall student learning gains in math on the FSA Math assessment.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:

Focus: FSA ELA Rationale:

Twenty-six percent (26%) of 3rd-5th grade students scored at a level 3 or higher in ELA on the 2019 FSA, which is an 8% decrease in proficiency from the 2018 FSA ELA. Black/African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 9.3%, with the largest achievement decrease being Students with Disabilities dropping by 11%.

Thirty-one percent (31%) of students made FSA ELA Learning Gains for 2019 which was a 16% decrease from the 2018 school year. Black/African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 12%, with the largest drop in learning gains being Economically Disadvantaged Students decreasing by 15%. Thirty-two percent (32%) of students made FSA ELA Lowest 25% Learning Gains for 2019 which was a 14% decrease from 2018 FSA ELA. Black/African American Students and Economically Disadvantaged Students both decreased by a plummeting 28% in this component.

Measureable Outcome:

Goal: At least 40% of learners in grades 3-5 will perform at a level 3 or higher on the Spring 2021 FSA ELA. Goal: At least 60% of learners in grades 5 will make reading learning gains as measured by the 2021 FSA ELA

Goal: At least 50% of learners identified in the lower 25th percentile will make reading learning gains as measured by the 2021 FSA ELA.

Person responsible for monitoring outcome:

April Knight (knighta@leonschools.net)

Evidencebased Strategy:

Class size reduction- A reading intervention block was created within the master schedule to increase the number of individualized student interactions to improve student learning. Targeted students will receive small group pull-out interventions Monday-Friday. Furthermore, intervention teachers will employed to provide classroom instruction in 3rd, 4th, and 5th grades supporting class size reduction.

Rationale for Evidencebased Strategy:

Ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps .

Action Steps to Implement

1. Perform analysis of current school and grade level data to identify areas of needed improvement.

Person Responsible

April Knight (knighta@leonschools.net)

2. Using grade level and school data, 2 additional teachers will be hired to help provide smaller class sizes in grades 3rd-5th.

Person Responsible

April Knight (knighta@leonschools.net)

3. Teachers will participate in ongoing professional development to identify and implement data driven instruction.

Person Responsible

April Knight (knighta@leonschools.net)

4. Teachers will conduct ongoing progress monitoring to actively gauge student learning.

Person

April Knight (knighta@leonschools.net) **Responsible**

5. Wonders Assessments, STAR, iReady, and AimsWebPlus data will be used continuously to monitor the effectiveness of instruction/interventions and adjust as needed.

Person

April Knight (knighta@leonschools.net) **Responsible**

#2. Instructional Practice specifically relating to Math	
Area of **Focus** **Description**	FOCUS: Math Rationale: Forty percent (40%) of students in grades 3-5 scored a level 3 or higher on the 2019 FSA Math, which is an 11% decrease from the 2018 FSA Math results. Black/African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 15.7%, with the largest Achievement decrease being Students with Disabilities dropping by 21%. Forty-two percent (42%) of all 3rd-5th grade students made learning gains on the 2019 FSA Math, which was a 15% decrease from the previous year. Black/ African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 11%, with the largest Learning Gains decrease being Black/African American Students dropping by 16%. **and** Thirty-four percent (34%) of 3rd-5th grade students in the lowest 25th **Rationale:** percentile made learning gains on the 2019 FSA Math, which is an 8% decrease from the 2018 FSA Math. Black/African American Students and Economically Disadvantaged Students decreased by an average of 10.5%, however, Students with Disabilities increased by 35%. Sixteen percent (16%) of students in grade 5 scored at or above the proficiency level in science on the 2019 Science NGSSS Statewide Assessment, which is a 13% decrease from 2018 assessment. Black/African American Students, Economically Disadvantaged Students, and Students with Disabilities decreased by an average of 14.3%, with the largest Achievement decrease being Black/African American Students dropping by 22%.
Measureable **Outcome:**	Goal: At least 50% of learners in grades 3-5 will perform at a level 3 or higher on the 2020 Math FSA. Goal: At least 60% of learners in grades 3-5 will make math learning gains as measured by the 2020 Math FSA. Goal: At least 50% of learners in grades 3-5 identified in the lowest 25th percentile will make math learning gains as measured by the 2020 FSA Math.
Person responsible **for monitoring outcome:**	April Knight (knighta@leonschools.net)
Evidencebased Strategy:	Class size reduction-A math intervention block was created within the master schedule to increase the number of individualized student interactions to improve student learning. Students will participate in Tier II math interventions Monday-Friday(iReady). Furthermore, a math coach and math intervention teacher will be hired to support class size reduction.
Rationale for **Evidencebased** **Strategy:**	Ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps.
Action Steps to Implement	

1. Perform analysis of current school and grade level data to identify areas of needed improvement.

Person Responsible

April Knight (knighta@leonschools.net)

2. Using grade level and school data, two additional teacher will be hired to help provide smaller class sizes in 3rd and 4th grade classrooms **Person**

[no one identified] **Responsible**

3. Teachers will participate in on going professional development to identify and implement data driven instruction.

Person Responsible

April Knight (knighta@leonschools.net)

4. Teachers will conduct on going progress monitoring to actively gauge student learning.

Person

April Knight (knighta@leonschools.net) **Responsible**

5. GoMath, STAR, and iReady data will be used continuously to monitor the effectiveness of instruction/interventions and adjust as needed.

Person

April Knight (knighta@leonschools.net) **Responsible**

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attendance- mentors assigned to identified students needing motivation to attend school, weekly and quarterly attendance recognition, improvement celebration for students who have improved attendance as measured by the previous 9 week grading period (3rd, 4th, 5th 90% attendance rate)

Interventions MTSS- The MTSS team will meet and evaluate data (quantitative and qualitative) regularly to assist teachers and support staff in identifying effective strategies to support mastery and academic growth.

Inappropriate Behavior- Students and faculty will collaboratively participate in a schoolwide training/professional development to support appropriate behaviors. Riley's assigned district behavior specialist will assist teachers and students. A Transitional Coach and Dean of Students will be hired to support the learning environment. A morning and after school supervision team will provide additional visibility on campus. Incentives- weekly recognition, school store, monthly celebrations.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Counseling services are provided onsite through partnerships with the following vendors: CCYS (SNAP Program 4th and 5th grade), Living Stones (students of incarcerated parents), Disc Village (New Horizons-counseling),. and Children's Home Society.

Riley will has one certified part-time behavioral specialist and one full-time behavior support specialist on site to support students' social-emotional needs.

The Positive Behavior Support Team (PBIS) ensures school-wide expectations and celebrates scholars when they make good choices: Weekly Morning News Shout-Out, Bike-Ride Fridays, Bear Buck Program, Monthly Celebrations, Quarterly Awards Assemblies, and Classroom Incentives.

Mentor Services are provided through community volunteers. Riley has partnered with the following organizations to provide mentors: Local churches, Florida A&M University, Capital City Rotary Club Tallahassee, Tallahassee Community College, WTXL27 and Big Brothers Big Sisters of Big Bend.

Riley includes the School Advisory Counsel, Riley PTO, School Improvement Team, School Board members and leadership in decisions impacting our learning community.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				$121,263.70
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0231 - John G Riley Elementary School	UniSIG	2.0	$86,000.00
			Notes: 2 Reading teachers to work with 3rd-5th grades student at $43,000 each to provide data driven instruction to increase reading fluency and comprehension while decreasing class size and instructional support to teachers.			

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	210-Retirement	0231 - John G Riley Elementary School	UniSIG		$8,600.00
		Notes: Benefits: Retirement for 2 teachers $86,000 x 10%=$ $8,600				
	5100	220-Social Security	0231 - John G Riley Elementary School	UniSIG		$6,579.00
		Notes: Benefits: FICA for 2 teachers $86,000 x 7.65%= $6,579.00				
	5100	230-Group Insurance	0231 - John G Riley Elementary School	UniSIG		$19,148.70
		Notes: Benefits: Health Insurance for 2 teachers 1 @ $12, 798.70 and 1 @ $6,350 =$19,148.70				
	5100	232-Life Insurance	0231 - John G Riley Elementary School	UniSIG		$162.00
		Notes: Benefits :Life insurance for 2 teachers @ $81 each= $162				
	5100	240-Workers Compensation	0231 - John G Riley Elementary School	UniSIG	0.0	$774.00
		Notes: Benefits: Workers Compensation for 2 teachers $86,000 x .90%=$774				

2	III.A.	**Areas of Focus: Instructional Practice: Math**				**$127,432.49**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	130-Other Certified Instructional Personnel	0231 - John G Riley Elementary School	UniSIG	1.0	$50,000.00
		Notes: Math Coach- 1 at $50,000 to provide data driven instruction strategies to teachers and perform pushin instructions for 3rd-5th grade students to help increase math fluency and comprehension while decreasing class size and instructional support to teachers.				
	6300	210-Retirement	0231 - John G Riley Elementary School	UniSIG		$5,000.00
		Notes: Benefits: Retirement for math coach $50,000 x 10%= $5000				
	6300	220-Social Security	0231 - John G Riley Elementary School	UniSIG		$3,825.00
		Notes: Benefits: FICA for math coach $50,000 x 7.65%= $3,825				
	6300	230-Group Insurance	0231 - John G Riley Elementary School	UniSIG		$12,798.70
		Notes: Benefits: Health for math coach $12,798.70				
	6300	240-Workers Compensation	0231 - John G Riley Elementary School	UniSIG		$450.00
		Notes: Benefits: Workers compensation for math coach $50,000 x .90%= $450				
	5100	120-Classroom Teachers	0231 - John G Riley Elementary School	UniSIG	1.0	$44,000.00
		Notes: Math Teacher -1 at $44,000 to provide data driven instruction to 3rd-5th grade students to increase math fluency and comprehension while decreasing class size.				
	6300	232-Life Insurance	0231 - John G Riley Elementary School	UniSIG		$81.00
		Notes: Benefits: life insurance for math coach at $81.00				

	5100	210-Retirement	0231 - John G Riley Elementary School	UniSIG		$4,400.00
		Notes: Benefits: R etir ement for math teacher $44,000 x 10%= $4,400				
	5100	220-Social Security	0231 - John G Riley Elementary School	UniSIG		$3,366.00
		Notes: Benefits: FICA for math teacher $44,000 x 7.65%= $3,366.00				
	5100	230-Group Insurance	0231 - John G Riley Elementary School	UniSIG		$3,034.79
		Notes: Benefits: Health insurance of math teacher $3,034.79				
	5100	232-Life Insurance	0231 - John G Riley Elementary School	UniSIG		$81.00
		Notes: Benefits: Life insurance for math teacher $81				
	5100	240-Workers Compensation	0231 - John G Riley Elementary School	UniSIG		$396.00
		Notes: Benefits: W ork ers compensation for math teacher $44,000 x 90%= $396.00				
					Total:	$265,786.25