John G Riley Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

John G Riley Elementary School

1400 INDIANA ST, Tallahassee, FL 32304

https://www.leonschools.net/riley

Demographics

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)	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	CS&I
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	D	C

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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

John G. Riley's Mission: Our mission is to teach and inspire students to learn in a 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 and position title 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 leadership team sets high expectations for teaching and learning. • 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 driven instruction with best practices to sustain high-quality instruction. • School personnel share leadership responsibilities and participate in decision 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 observation and feedback
Williams, Stephanie	Guidance Counselor	The guidance counselor is the school-wide Referral Coordinator for MTSS and is responsible for monitoring Early Warning Data relating to Attendance, Discipline, and Promotion.
Brown, Lindsey	Assistant Principal	The assistant principal supports the principal in all aspects of instructional and operational leadership.
Chambers, David	Dean	The dean is responsible for discipline, attendance, and positive behavior supports.

Early Warning Systems

Current Year

The number of students by 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	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

FTE units allocated to school (total number of teacher units)
45

Date this data was collected or last updated
Monday 8/12/2019

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	
Attendance below 90 percent	25	23	15	15	21	22	0	0	0	0	0	0	0	121
One or more suspensions	0	1	0	0	1	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	7	27	43	0	0	0	0	0	0	0	77
Level 1 on statewide assessment	0	0	0	30	27	43	0	0	0	0	0	0	0	100

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	0	0	0	12	28	36	0	0	0	0	0	0	0	76

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	
Attendance below 90 percent	25	23	15	15	21	22	0	0	0	0	0	0	0	121
One or more suspensions	0	1	0	0	1	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	7	27	43	0	0	0	0	0	0	0	77
Level 1 on statewide assessment	0	0	0	30	27	43	0	0	0	0	0	0	0	100

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	0	0	0	12	28	36	0	0	0	0	0	0	0	76

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	
Number of students enrolled	109 (0)	96 (0)	115 (0)	123 (0)	65 (0)	89 (0)	597 (0)
Attendance below 90 percent	44 (25)	45 (23)	29 (15)	33 (15)	31 (21)	43 (22)	225 (121)
One or more suspensions	11 (0)	11 (1)	21 (0)	39 (0)	33 (1)	33 (2)	148 (4)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	2 (7)	1 (27)	0 (43)	3 (77)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	58 (30)	47 (27)	66 (43)	171 (100)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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 is the area that showed the lowest performance. The contributing factors to ELA being the lowest area of performance are the following: lack of consistency attending school, inconsistent interventions and inappropriate behaviors affecting academic achievement. The aforementioned elements have been consistent barriers to increased student achievement. From 2018 to 2019, ELA Learning Gains plummeted for Black/African American Students, Students with Disabilities, and Economically Disadvantaged Students, especially the Lowest 25% ELA Learning Gains for Black/African American Students and Economically Disadvantaged Students which decreased by 28% for each subgroup.

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%. The decline of performance within the Bottom 25% quartile presented a concern and overall learning gains indicated on the FSA ELA assessment. The factors that attributed to this decline are the following: lack of identification of student subgroups, bottom 25%, data tracking system from kindergarten through fifth grade, inconsistent implementation of reading intervention, poor attendance and behavior concerns are barriers consistently impacting student achievement. From 2018 to 2019, ELA Achievement dropped an average of 9.3% for Black/African American Students, Students with Disabilities, and Economically Disadvantaged Students.

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 2017-2018 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. From 2018 to 2019, Science Achievement dropped an average of 14.3% for Black/African American Students, Students with Disabilities, and Economically Disadvantaged Students, with the largest decrease being 22% for Black/African American Students.

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

There was no improvement in overall school data, however, two subgroups had the most improvement in Math. From 2018 to 2019, English Language Learners improved Math Achievement by 31% and Math Learning Gains by 35%. Math Learning Gains for the Lowest 25% of Students with Disabilities increased by 35%. Acaletics was implemented as a Math intervention.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students' attendance rates below 90% school wide and the number of students performing at level 1 as measured by FSA ELA and Mathematics assessments 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. The student learning gains to increase on the FSA ELA assessment;
2. The students learning gains to increase on the FSA Mathematics assessment;
3. Increase the Reading Proficiency in grades 3rd -5th on the FSA ELA assessment;
4. Increase the Math Proficiency in grades 3rd-5th on the FSA Mathematics assessment; and
5. Increase student achievement on the FCAT 2.0 science assessment.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	FSA ELA
Rationale	Twenty-six percent (26%) of 3rd-5th grade students scored at the proficient level 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.
State the measureable outcome the school plans to achieve	Goal: At least 34% of learners in grades 3-5 will perform at a level 3 or higher on the Spring 2020 FSA ELA. Goal: At least 55% of learners in grades 3-5 will make reading learning gains as measured by the 2020 FSA ELA . Goal: At least 55% of learners identified in the lower 25th percentile will make reading learning gains as measured by the 2020 FSA ELA.
Person responsible for monitoring outcome	April Knight (knighta@leonschools.net)
Evidence-based 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, an additional teacher in 3rd, 4th, and 5th grades will be retained to support class size reduction.
Rationale for Evidence-based 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 Step	
Description	1. Perform analysis of current school and grade level data to identify areas of needed improvement. 2. Using grade level and school data, 2 additional teachers will be hired to help provide smaller class sizes in 3rd and 4th grade classrooms. 3. Teachers will participate in ongoing professional development to identify and implement data driven instruction. 4. Teachers will conduct ongoing progress monitoring to actively gauge student learning.

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

Person Responsible April Knight (knighta@leonschools.net)

#2	
Title	FSA Math / Science NGSSS Statewide Assessment
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%. Thirty-four percent (34%) of 3rd-5th grade students in the lowest 25th 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%.
State the measureable outcome the school plans to achieve	Goal: At least 45% of learners in grades 3-5 will perform at a level 3 or higher on the 2020 Math FSA. Goal: At least 55% 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. Goal: At least 30% of 5th grade learners will score at level 3 or higher on the 2020 Science NGSSS Statewide Assessment.
Person responsible for monitoring outcome	April Knight (knighta@leonschools.net)
Evidence-based 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 (Acaletics). Furthermore, an additional teacher in 3rd, 4th, and 5th grades will be retained to support class size reduction.
Rationale for Evidence-	Ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be

based Strategy	an effective strategy for closing racially or socioeconomically based achievement gaps.

Action Step	
Description	1. Perform analysis of current school and grade level data to identify areas of needed improvement. 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 3. Teachers will participate in on going professional development to identify and implement data driven instruction. 4. Teachers will conduct on going progress monitoring to actively gauge student learning. 5. GoMath, STAR, iReady, and Florida Science data will be used continuously to monitor the effectiveness of instruction/interventions and adjust as needed.
Person Responsible	April Knight (knighta@leonschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

• Attendance- mentors assigned to identified students needing motivation to attend school, morning extra
curricular opportunities to all students, quarterly good 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)
• Inconsistent Interventions- A reading intervention team will provide small-group pull-out instruction Monday-
Friday. This team will also assist teachers with monthly progress monitoring of the lower 25% of performers.
The MTSS team will meet and evaluate data (quantitative and qualitative) regularly to assist with teachers
and support staff in identifying effective strategies to support increase student learning gains.
• Inappropriate behavior- Students and faculty will collaboratively participate in a school-wide book study to
support appropriate behaviors and reading comprehension: Essential 55 by Ron Clark (Monday-Friday-
morning class meeting). A morning and after school supervision team was created to provide additional
visibility on campus. Students in grades K-5 may receive a morning shout-out for being safe, respectful,
responsible, a team player and kind (these names are provided when students earn Bear Bucks or a
Positive Behavior Referral).
Each 9 weeks, a celebration will be held for students making improvement in one or more of these areas.

Part IV: Title I Requirements

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

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

Riley will host quarterly parent nights. Frequent communication will be distributed by social media (Facebook), listserve, school website and Parent Portal. Parents will be invited to awards ceremonies, encouraged to actively participate in our Parent Teacher Organization (PTO) and School Advisory Council (SAC).

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

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

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)

Riley has two full-time behavior specialist on site, one part-time behavior specialist and a school counselor to support students' social-emotional needs.

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

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

The school based leadership team meets monthly to review all school-wide data relating to academics, attendance, behavior, curriculum initiatives, and student development and leadership.

Our School Advisory Council comprised of parents, teachers, community leaders, and stakeholders meet quarterly to monitor the implementation of the SIP throughout the school year.

5th grade students participate in onsite middle school articulation visits

Additional academic support before school, after school, during the school day and Saturdays (semester 2) will be provided to students who require another layer of intervention.

Pre-K families are supported through parent meetings and frequent communication to ensure a successful transition to kindergarten.

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

Our leadership team will meet quarterly to monitor and assess our needs, available resources and level of implementation. Team members include administrators, dean, school counselor, parents, teachers, community partners and support personnel. The administrative team will schedule monthly meetings with school based leadership and meet quarterly to communicate updates to stakeholders.

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

Partnerships:
John G. Riley House- After school literacy program, 2 days per week, 2 hours, historical literature. Target 20 students grades 4&5.

Capital City Rotary Club- Reading Pals Program, 2nd grade

Florida A&M University-mentorship provided by women's softball team, reading buddies provided once per semester.

Tallahassee Community College (Classified Staff and the Association of Colleges)- Reading Pals, 2nd grade

Tally Mac Shack- Sponsors Bear#103 Club- Club for students showing improvement in attendance, behavior or academics. Tally Mac is providing free catering services, quarterly, for all students in grades 3rd,4th, and 5th who meet specified requirements.

Early Morning STEAM Lab-Sponsored by Title I- Parents and students engaged in STEAM Activities

Parent Workshops- quarterly workshops sponsored by St. John's Episcopal Church and Celebrate New Life Tabernacle Church, Griffin Chapel- congregation members will provide trainers, babysitting services and dinner to families.

WTXL27- Partnership with Scripps Foundation to provide a new book to each Riley Student. "If you give a child a book" campaign.

Part V: Budget

1	III.A.	**Areas of Focus: FSA ELA**				**$209,159.10**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0231 - John G Riley Elementary School	UniSIG		$147,000.00
			Notes: Salaries: 3 Reading Teachers: 1 for 3rd grade, 1 4th grade, and 1 for 5th grade to provide students with data driven instruction to increase reading fluency and comprehension while decreasing class size. @$49,000 each			
	5100	210-Retirement	0231 - John G Riley Elementary School	UniSIG		$12,142.20
			Notes: Benefits: Retirement for 3 Classroom Teachers @ 8.26% =$ 4,047.40 each			
	5100	220-Social Security	0231 - John G Riley Elementary School	UniSIG		$11,245.50
			Notes: Benefits: Social Security and Medicare for 3 Classroom Teachers @ 7.65% =$ 3,748.50 each			
	5100	230-Group Insurance	0231 - John G Riley Elementary School	UniSIG		$38,396.10
			Notes: Benefits: Group health insurance for 3 Classroom Teachers @ $12,798.70 each			
	5100	232-Life Insurance	0231 - John G Riley Elementary School	UniSIG		$243.00
			Notes: Benefits: Life Insurance 3 Classroom Teachers @ $81 each			
	5100	240-Workers Compensation	0231 - John G Riley Elementary School	UniSIG		$132.30
			Notes: Benefits: Work Compensation for 3 Classroom Teachers @ .09% =$44.10 each			
2	III.A.	**Areas of Focus: FSA Math / Science NGSSS Statewide Assessment**				**$98,075.28**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	130-Other Certified Instructional Personnel	0231 - John G Riley Elementary School	UniSIG		$50,000.00
			Notes: Salary:Resource Teacher/data coach to provide in depth data analysis for teachers and work with teachers to create interventions based on progress monitoring.			
	6300	210-Retirement	0231 - John G Riley Elementary School	UniSIG		$4,130.00
			Notes: Benefits: Retirement for Resource teacher/data coach @ 8.26%			
	6300	220-Social Security	0231 - John G Riley Elementary School	UniSIG		$3,825.00
			Notes: Benefits: Social security and Medicare for Resource Teacher/Data Coach @ 7.65%			
	6400	230-Group Insurance	0231 - John G Riley Elementary School	UniSIG		$12,798.70
			Notes: Benefits: Health insurance for Resource Teacher/Data Coach @ 12, 798.70			
	6300	232-Life Insurance	0231 - John G Riley Elementary School	UniSIG		$81.00

			Notes: Benefits: Life insurance for Resource Teacher/Data Coach @ $81			
	6300	240-Workers Compensation	0231 - John G Riley Elementary School	UniSIG		$45.00
			Notes: Benefits: Workers compensation for Resource Teacher/Data Coach @ .09%			
	5100	500-Materials and Supplies	0231 - John G Riley Elementary School	UniSIG		$27,195.58
			Notes: Supplies: Acaletics Math program will be used to provide interventions to students.			
					Total:	**$310,234.38**