



ACIP

Richland Elementary School

Auburn City Board of Education

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Student Performance Diagnostic

Introduction.....	12
Student Performance Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	17
Report Summary.....	19

ACIP Assurances

Introduction 21

ACIP Assurances 22

2018 - 2019 RES Plan for ACIP

Overview 25

Goals Summary 26

 Goal 1: 2018-2019 School/System: Using Learning Targets to Improve Teaching and Learning 27

 Goal 2: 2018-2019 Strategic Planning through School Site Plan Development 28

 Goal 3: 2018-2019 RES School Goal - Providing Family Resources to meet physical, mental, and emotional needs. 29

 Goal 4: 2018-2019 SCHOOL: Continuous Improvement in the Classroom Learning Environment 30

Activity Summary by Funding Source 32

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Richland Elementary School is located at 770 South Yarbrough Farms Boulevard. The school has educated students of the community for ten years. It is located in a newly developed area across from the Auburn University Tennis Center, with nearby housing divisions that are continuing to expand. The rapid growth of the community continues to impact the student population of the school. Due to the growth of this area, Auburn City Schools opened a new elementary school in Fall 2018. Students in this school zone are now divided between three elementary schools. Richland now houses students in grades Kindergarten through First Grade. Creekside Elementary will house students in second and third grade. Yarbrough Elementary will house students in fourth and fifth grades. This realignment decreased Richland's overall student population by roughly 140 students. Richland Elementary currently has 462 students enrolled. Student demographic information is accessible through I-Now, the school's information data base for enrollment, attendance, and grading and reporting. 9% of the RES student population is Asian, with forty students in this subgroup. 33% of the student population is African American. This subgroup includes 157 students. 54% of the RES population is Caucasian with 251 students in this subgroup. Less than 3% of the RES student population are Hispanic. This subgroup includes 13 students.

Being a part of a community that is the home of a major university provides the school with a richness of diversity. The population of Richland is a blend of many cultures. The Auburn City Schools home language survey indicates 42 languages are spoken in the homes of its students. Richland has a certified teacher committed to accommodating the needs of the school's English Learners (EL). The EL teacher ensures all individualized English Learner Plans (IELP) adhere to the World-class Instructional Design and Assessment (WIDA) standards. The EL teacher provides quarterly professional development to the RES faculty. In addition, the EL teacher offers workshop sessions for the parents of EL students to educate them on curriculum expectations, provide information pertaining to the school culture, and answer questions regarding their child's education and home support system.

To support the diverse needs of Richland's student population, the school offers numerous educational opportunities and support programs. Programs and opportunities currently provided to students include Cloverbuds Club and an afterschool program with rates to accommodate all economic backgrounds. The afterschool program offers daily homework assistance and tutoring from certified teachers. The program also offers art and craft activities, physical activities, and has regularly scheduled community guests provide programs and events for the students. The committee feels the clubs currently offered at RES incorporate a wide variety of areas including physical health, music, environmental care, and academic support.

The RES, Parent Teacher Organization (PTO) is committed to meeting the needs of students. When students' families are economically disadvantaged, the PTO recognizes these financial hardships are beyond a child's control, and the organization actively works to provide equal opportunities for all RES students. Means of support include providing school supplies to students in need, sponsoring field trip fees, providing school t-shirts, book club purchases, and other various financial contributions. Although RES has a high teacher turn over rate, the teachers that were hired were qualified and have multiple years of experience. There is teacher mentoring for inexperienced teachers as well as a system-wide New Teacher orientation prior to the beginning of the school year as well as throughout the year. ACS provides a new teacher program called SWIM for new teachers to Auburn City Schools to meet throughout the year. RES added one three Kindergarten units and one first grade unit for the 2018-2019 school year .

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Richland Elementary School, the epitome of educational excellence, is to guarantee each student reaches his or her full potential by:

- Embracing and celebrating the social, emotional, and academic needs of the whole child
- Encouraging, supporting, and facilitating parental and community participation
- Providing instruction based on diverse learning styles and abilities

RES Motto: Richland Elementary Champions will be prepared, be respectful, be responsible, and be safe everyday.

RES Vision: Richland Elementary School, in partnership with families and the community, will create a safe, nurturing learning environment where a challenging curriculum, high academic standards, and mutual respect for diversity will maximize each student's intellectual, artistic, technological, and physical potential to become college and career ready and a productive member of our global society.

Richland Elementary School Shared Values and Beliefs:

Students and high levels of learning

High quality education with a broad-based curriculum Research-based, data-driven instruction that is rigorous and relevant Equal opportunity to learn and grow in a safe environment

Mutual respect and appreciation for diversity High ethical and moral standards

High expectations

Highly skilled and committed workforce Parental and community involvement Continuous analysis toward improvement Strong, positive relationships with stakeholders High achievement for all students

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

RES consistently implements a systematic method of assessing curriculum, provides quality learning experiences, and uses instructional strategies to engage students. Additionally, RES stakeholders believe individualized, data-driven instruction and meaningful school-home connections are essential components of quality instruction and student achievement. The success of RES is attributed to best practices as the foundation and student achievement as the priority. These combined strengths create a successful learning environment.

Parent Involvement is a strength of RES. Richland is an affiliate of the Dad's League organization. Approximately 250 parents and students join together for a monthly breakfast and program. Richland has multiple opportunities for parental and community involvement throughout the year. The school hosts annual Family Involvement events for reading and math. Additionally there is an RES Parent Room which offers literature, games, and other various activities for parents to check out and use.

Richland Elementary also offers various social gatherings offered include the Thanksgiving lunch, Mother's Day Tea, and a Veteran's Day Program.

An additional notable achievement is the creation and implementation of our Cloverbud club. This extended learning opportunity encompasses the involvement of approximately 50 students and 20 parent and community members. The club meets each Thursday afternoon to work in the garden and learn about plants. The garden members have harvested produce and provided food to the Board members, local food bank, and other various groups. It should be noted that this garden has been the first school garden to be showcased by the Lee County Tour of Gardens.

In reflecting upon professional development offered over the last five years, RES stakeholders have identified Champion Learning Communities as a powerful collaborative learning experience for teachers. Teachers meet once per month to discuss observations conducted within their CLC groups, and provide feedback to those observed. Additionally RES participated in Pineapple Days, where teachers post a time that is convenient for anyone in the building or system to come view the instruction being provided in their classroom.

To sustain our strengths, RES will continue its implementation of best practices in the areas of assessment, instruction, and active student engagement. We will continue to provide and enrich the involvement of all stakeholders at RES.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Due to the growth of this area, Auburn City Schools opened a new elementary school in Fall 2018. Students in this school zone are now divided between three elementary schools. Richland now houses students in grades Kindergarten through First Grade. Creekside Elementary will house students in second and third grade. Yarbrough Elementary will house students in fourth and fifth grades. This realignment decreased Richland's overall student population by roughly 140 students.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Richland Elementary strives to engage community stakeholders in the education planning and programming for our students. Our school uses faculty staff, community members, and parents to develop our improvement plan. Stakeholders were nominated at the end of the 2017-2018 school year for the upcoming 2018-2019 school year at our end of the year PTO Meeting. The new PTO Board members were voted on by parents and teachers from RES. In order to involve various stakeholders in our school's programming, RES conducts monthly PTO Board Meetings to update parents and stakeholders on important school information. This also allows parents and stakeholders the opportunity to express both verbally and in writing any questions or concerns they have regarding school activities or programs. Suggestions and comments from parents and teachers will be used to make changes as necessary. The members of the PTO Board include the principal, assistant principal, counselor, physical education teacher, Intervention teacher, Instruction Coach, the PTO president (parent), vice-president (parent), event coordinator (parent and local business representative), treasurer (parent), and several other parent volunteers to assist with planning important school events.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Stakeholders were given the opportunity to read the school's draft of the continuous improvement plan. They were then asked to provide input which helped drive the plan to completion. Our committee consisted of administrators, the instructional coach, guidance counselor, Intervention Teacher, grade level representatives, parents, PTO board members, and community representatives.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

After considering input and suggestions from stakeholders who indicated that they would like to be part of the committee, members met and finalized Richland's improvement plan. Team members researched and collaborated to complete our final plan. Our plan is placed on our school website and is provided in the main office for viewing.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		18-19 RES Student Performance

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Auburn City Schools began using DIBELS Next during the 2014-2015 school year. This is the second year results from the same measure can be compared. When comparing the end of year DIBELS assessment results from 2015-2016 and 2016-2017, it appears that most subgroups maintained similar scores as the year prior in the percentage of students who met the benchmark for the overall composite score; however, some subgroups did increase:

Kindergarten:

- Across all years (2014 - 2018) it appears that more than 79% of all Kindergarten students have met benchmark on the DIBELS assessment. An area of noted achievement is seen in the black/African American sub group with a increase from 61% of students who met benchmark in 2014-2015 to 77% in 2017-2018. This is a 16-point gain across 4 years.

Describe the area(s) that show a positive trend in performance.

Most subgroups within the Kindergarten grade level showed improvement in their end of year composite scores on DIBELS Next over the last four years. These assessment areas include letter naming, phoneme segmentation, and nonsense word fluency. When comparing the end of year DIBELS assessment results from 2016-2017 to 2017-2018, it appears that most subgroups demonstrated a very slight decline in the percentage of students who met the benchmark for the overall composite score. It is important to note that while a decline has been seen, it is very minimal with only one - two percentage points difference in scores from 2016-2017 to 2017-2018. Across all years (2014 - 2018) it appears that more than 79% of all Kindergarten students have met benchmark on the DIBELS assessment. An area of noted achievement is seen in the black/African American sub group with a increase from 61% of students who met benchmark in 2014-2015 to 77% in 2017-2018. This is a 16-point gain across 4 years.

Which area(s) indicate the overall highest performance?

When comparing 2017-2017 and 2017-2018 DIBELS results, it appears that overall composite scores were highest among the White/Caucasian and Asian subgroups. It is important to note, however, that great gains were made within the African American subgroup across the last two assessment years when using DIBELS next, specifically when looking at Kindergarten scores.

Which subgroup(s) show a trend toward increasing performance?

When comparing subgroups from the 2016-2017 and 2016-2018 school years, it appears an overall trend toward increasing performance can be seen in the African American subgroup in Kindergarten throughout the last four years.

Between which subgroups is the achievement gap closing?

According to the last two years of DIBELS Next assessments it appears the achievement gap is closing among the Black/African American Group when comparing overall end of the year composite scores in Kindergarten.

Which of the above reported findings are consistent with findings from other data sources?

Currently there are no other standardized data sources to compare over the last five years apart from DIBELS as RES and Auburn City Schools underwent re-configuration during the 2013-2014 school year.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

When comparing the end of year DIBELS assessment results for first graders from 2016-2017 to 2017-2018, it appears that all subgroups demonstrated a decline in the percentage of students who met the benchmark for the overall composite score. There was a significant decrease in all first grade students who met benchmark at the end of the 2017-2018 school year when compared to 2016-2017. At the end of the 2016-2017 school year 78% of first grade students met benchmark scores on the DIBELS Next assessment, but this fell to 67% of first grade students in 2017-2018. There is also a substantial decline in the Asian subgroup with only 81% of students meeting benchmark as compared to 94% the year prior. Additionally, the Black/African American subgroup experienced a decline in those who met benchmark in 2017-2018 with only 47% compared to 61% the year prior. The White subgroup experienced a decline in those who met benchmark with only 72% in 2017-2018 as compared to 85% in 2016-2017.

When comparing the same group of students across their Kindergarten and First Grade years we can see that there has also been a substantial decrease in those who met benchmark scores on DIBELS Next. Eighty-six percent of students who completed kindergarten in 2016-2017 met benchmark on DIBELS Next, while only 67% of that same group of students met benchmark in 2017-2019. A marked decrease can also be noted within each subgroup as well. The Kindergarten Asian student population decreased from 91% to 81% of students in First grade who met benchmark scores on DIBELS Next. The African American subgroup also declined from Kindergarten to first grade with 75% in 2016-2017 to 47% in 2017-2018, while the White subgroup experienced a decrease from 89% of students meeting benchmark in Kindergarten in 2016-2017 to 72% in 2017-2018.

Describe the area(s) that show a negative trend in performance.

While there was a decline in scores across all subgroups in first grade when comparing the DIBELS Next composite scores from 2016-2017 to 2017-2018, it is important to note that until this point most subgroups have stayed the same or shown some improvement across the last four years of data. However, a negative trend in performance for first grade African American students is noted beginning in 2015-2016 with 65% meeting benchmark scores, 2016-2017 with 61% meeting benchmark scores, and 2017-2018 with only 47% meeting benchmark scores.

Which area(s) indicate the overall lowest performance?

At the end of the 2016-2017 school year 78% of first grade students met benchmark scores on the DIBELS Next assessment, but this fell to 67% of first grade students in 2017-2018. There is also a substantial decline in the Asian subgroup with only 81% of students meeting benchmark as compared to 94% the year prior. Additionally, the Black/African American subgroup experienced a decline in those who met benchmark in 2017-2018 with only 47% compared to 61% the year prior. The White subgroup experienced a decline in those who met benchmark with only 72% in 2017-2018 as compared to 85% in 2016-2017.

Which subgroup(s) show a trend toward decreasing performance?

As noted previously, there was a decline in scores across all subgroups in first grade when comparing the DIBELS Next composite scores from 2016-2017 to 2017-2018. Additionally, a negative trend in performance for first grade African American students is noted beginning in 2015-2016 with 65% meeting benchmark scores, 2016-2017 with 61% meeting benchmark scores, and 2017-2018 with only 47% meeting benchmark scores.

Between which subgroups is the achievement gap becoming greater?

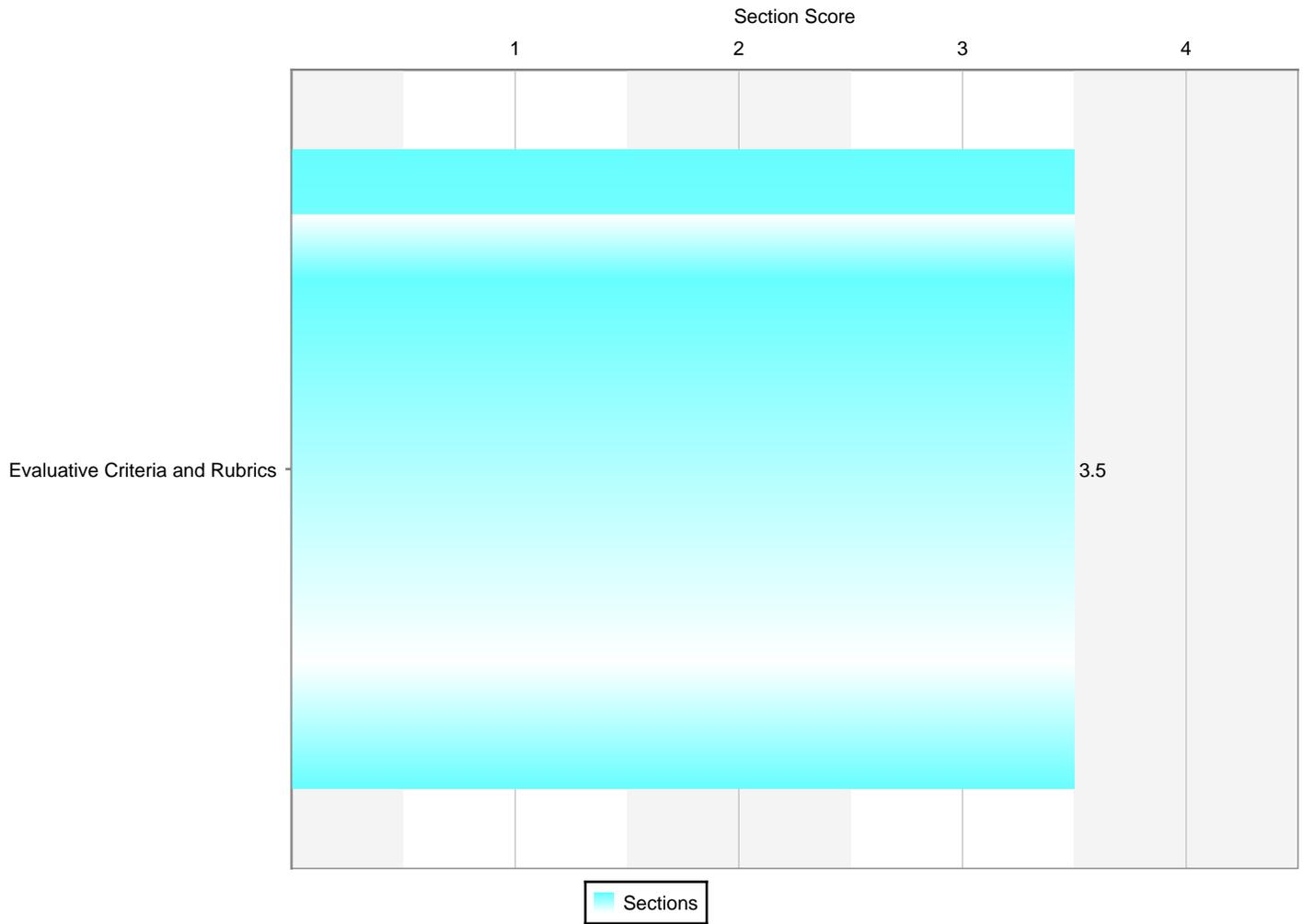
When analyzing Dibels Next data from previous years it appears that the achievement gap continues to be evident for students in first grade in the African American subgroup. According to the most recent DIBELS assessment from the end of the 2017-2018 school year the Black/African American subgroup experienced a decline in those who met benchmark in 2017-2018 with only 47% compared to 61% the year prior.

Which of the above reported findings are consistent with findings from other data sources?

Currently there are no other standardized data sources to compare over the last five years apart from DIBELS as RES and Auburn City Schools underwent re-configuration during the 2013-2014 school year.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		RES Assurances

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	No	RES did not produce a formal parent and family engagement plan as we are not a Title I School any more; however we have included parent and family involvement in our strategic plan. As noted in the executive summary we provide parents with the opportunity to participate in two literacy/math events per year as well as numerous family involvement/special events including Veteran's Day programs, Thanksgiving Luncheons, Mother's Day teas, etc.	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	RES does not distribute a School-Parent Compact at this time as we are longer a Title I school.	

2018 - 2019 RES Plan for ACIP

Overview

Plan Name

2018 - 2019 RES Plan for ACIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2018-2019 School/System: Using Learning Targets to Improve Teaching and Learning	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	2018-2019 Strategic Planning through School Site Plan Development	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
3	2018-2019 RES School Goal - Providing Family Resources to meet physical, mental, and emotional needs	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$250
4	2018-2019 SCHOOL: Continuous Improvement in the Classroom Learning Environment	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0

Goal 1: 2018-2019 School/System: Using Learning Targets to Improve Teaching and Learning

Measurable Objective 1:

increase student growth through the use of Learning Targets to guide teachers and students toward a clear understanding of what students are intended to learn or accomplish for each lesson by 05/31/2019 as measured by the recorded percentage of all classroom observations/walk-throughs recorded where learning are posted and used to focus instruction..

Strategy 1:

Consistent and Pervasive Use - The principal will ensure that all teachers are informed of the purpose, importance, and system criteria for posting learning targets and the system imperative to do so. An orientation will be provided to each school through the system quality assurance program.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: AdvancEd School Quality Factors

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will systematically monitor and measure fidelity with the system expectation of posting Learning Targets by all teachers and for all lessons observed (including but not limited to elect) during the school year. The method for monitoring should yield a percentage of lessons where Learning Targets were posted, as compared to the total number of observations by school administrators. An online "LT Calculator" has been created as a Quality Assurance Tool and may be used to facilitate data collection and reporting. The "LT Calculator" is linked on QAR Team page for each school.	Policy and Process, Academic Support Program	08/06/2018	05/22/2019	\$0	No Funding Required	Principal, School Improvement Specialist

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal may request professional development on Learning Targets, through the Office of Assessment and Instruction. Professional development activities include tools and tenants from the book "Learning Targets", by Moss and Brookhart (2012).	Professional Learning, Academic Support Program	08/08/2018	05/22/2019	\$0	No Funding Required	Principal, School Improvement Specialist

Goal 2: 2018-2019 Strategic Planning through School Site Plan Development

Measurable Objective 1:

collaborate to create a Site Plan aligned with the ACS 2018 Strategic Plan by 02/25/2019 as measured by a completed plan that meets system quality assurance criteria.

Strategy 1:

Leadership Development - The school system will provide training in creating a School Site Plan.

Category: Develop/Implement Professional Learning and Support

Research Cited: AdvancEd School Quality Standards

Activity - Site Plan Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and a designated school facilitator will participate in training provided by the Cambrian Group to create a School Site Plan, aligned with the system strategic plan.	Professional Learning	08/27/2018	09/21/2018	\$0	No Funding Required	Principal

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a planning committee to collaborate in creating the School Site Plan that includes representation from key stakeholders in the school community.	Community Engagement	09/01/2018	12/07/2018	\$0	No Funding Required	Principal

Activity - Create the Site Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Create the School Site Plan, using the Site Planning Process outlined by the Cambrian Group and adopted by system leadership.	Policy and Process	09/01/2018	02/25/2019	\$0	No Funding Required	Principal
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Goal 3: 2018-2019 RES School Goal - Providing Family Resources to meet physical, mental, and emotional needs

Measurable Objective 1:

collaborate to provide basic resources to families to meet physical, mental, and emotional needs by 05/24/2019 as measured by family participation in school wide events..

Strategy 1:

Provide Family Resources - Richland Elementary will provide basic resources to families to meet physical, mental, and emotional needs. We will provide resources to support their children at home including the availability of checking out supplies and and games from the parent resource room and informational workshops to educate parents during our Family Math and Literacy Nights. We will also provide families with community resources to help meet their needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Parent Involvement, What Research Says to Administrators, Education and Urban Society, Volume 19, No. 2

Activity - Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Richland faculty and staff will plan and implement family math and literacy events to engage parental/family involvement to meet physical, mental, and emotional needs.	Parent Involvement	10/01/2018	05/24/2019	\$250	Other	Administrative Staff, RTI Instructor, Counselor

Activity - Community Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Richland Elementary School

Richland Elementary will utilize community resources and organizations including Blessings in a Backpack, Operation Clothe a Child, etc. to provide basic resources to families to meet their physical, mental, and emotional needs.	Community Engagement	10/01/2018	05/24/2019	\$0	No Funding Required	Counselor, faculty, staff
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Goal 4: 2018-2019 SCHOOL: Continuous Improvement in the Classroom Learning Environment**Measurable Objective 1:**

demonstrate a proficiency to improve the classroom learning environment by increasing the overall score average on Learning Environment(s) Digital Learning of the Effective Learning Environments Observation Tool (ELEOT) from 2.72 to 3.22 (.5%) by 05/24/2019 as measured by observation ratings using the AdvancEd ELEOT observation tool.

Strategy 1:

Learning and Support - Provide all teachers with an orientation, professional learning opportunities, and support that target the chosen elect Learning Environments and performance indicators.

Category: Develop/Implement Professional Learning and Support

Research Cited: Advanced Quality School Standards

Activity - Training for Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principal(s) will participate in eleot training and attain eleot certification, as a measure of quality assurance in using the eleot platform.	Professional Learning	08/09/2018	11/01/2018	\$0	No Funding Required	Principal

Strategy 2:

Needs Assessment - The principal will be provided ELEOT baseline data from the 2018 school year, AdvancEd eProve Culture and Climate survey data, recent and historical student achievement data, and school performance data through accountability and local quality assurance reports to inform the needs assessment.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: AdvancEd School Quality Standards

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze ELEOT school reports over time to identify strengths and areas in need of improvement and select an area of focus for the year.	Policy and Process	08/01/2018	11/02/2018	\$0	No Funding Required	Principal

Strategy 3:

Progress Monitoring and Feedback - Principals and assistant principals will observe classroom teaching throughout the school, using the AdvancEd Effective Learning Environment Observation Tool (ELEOT) to collect data and provide feedback.

Category: Develop/Implement Professional Learning and Support

Research Cited: AdvancEd School Quality Standards

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principal(s) will complete at least three ELEOT observations a month per administrator throughout the year (Oct. 2018 - May 2019) to collect data and monitor progress toward the Local Indicator Goal.	Professional Learning	10/01/2018	05/24/2019	\$0	No Funding Required	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Events	Richland faculty and staff will plan and implement family math and literacy events to engage parental/family involvement to meet physical, mental, and emotional needs.	Parent Involvement	10/01/2018	05/24/2019	\$250	Administrative Staff, RTI Instructor, Counselor
Total					\$250	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Observations	The principal and assistant principal(s) will complete at least three ELEOT observations a month per administrator throughout the year (Oct. 2018 - May 2019) to collect data and monitor progress toward the Local Indicator Goal.	Professional Learning	10/01/2018	05/24/2019	\$0	Principal
Training for Implementation	The principal and assistant principal(s) will participate in eleot training and attain eleot certification, as a measure of quality assurance in using the eleot platform.	Professional Learning	08/09/2018	11/01/2018	\$0	Principal
Professional Development	The principal may request professional development on Learning Targets, through the Office of Assessment and Instruction. Professional development activities include tools and tenants from the book "Learning Targets", by Moss and Brookhart (2012).	Professional Learning, Academic Support Program	08/08/2018	05/22/2019	\$0	Principal, School Improvement Specialist
Data Analysis	Analyze ELEOT school reports over time to identify strengths and areas in need of improvement and select an area of focus for the year.	Policy and Process	08/01/2018	11/02/2018	\$0	Principal

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Richland Elementary School

Progress Monitoring	The principal will systematically monitor and measure fidelity with the system expectation of posting Learning Targets by all teachers and for all lessons observed (including but no limited to eleot) during the school year. The method for monitoring should yield a percentage of lessons where Learning Targets were posted, as compared to the total number of observations by school administrators. An online "LT Calculator" has been created as a Quality Assurance Tool and may be used to facilitate data collection and reporting. The "LT Calculator" is linked on QAR Team page for each school.	Policy and Process, Academic Support Program	08/06/2018	05/22/2019	\$0	Principal, School Improvement Specialist
Create the Site Plan	Create the School Site Plan, using the Site Planning Process outlined by the Cambrian Group and adopted by system leadership.	Policy and Process	09/01/2018	02/25/2019	\$0	Principal
Stakeholder Involvement	Establish a planning committee to collaborate in creating the School Site Plan that includes representation from key stakeholders in the school community.	Community Engagement	09/01/2018	12/07/2018	\$0	Principal
Site Plan Training	The principal and a designated school facilitator will participate in training provided by the Cambrian Group to create a School Site Plan, aligned with the system strategic plan.	Professional Learning	08/27/2018	09/21/2018	\$0	Principal
Community Resources	Richland Elementary will utilize community resources and organizations including Blessings in a Backpack, Operation Clothe a Child, etc. to provide basic resources to families to meet their physical, mental, and emotional needs.	Community Engagement	10/01/2018	05/24/2019	\$0	Counselor, faculty, staff
Total					\$0	