



## Richey Elementary School

105 E. Highland Avenue  
Wilmington, DE 19804

**School-wide Program:** Richey Elementary participates in a school-wide program and shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency.

**Planning and Review Team:** This plan was developed with parent and community involvement including teachers and the school leadership team. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

### Planning Committee Members:

Name	Role	Email
Gregg Johnson	Principal	<a href="mailto:gregg.johnson@redclay.k12.de.us">gregg.johnson@redclay.k12.de.us</a>
Michelle Burrows	Asst. Principal	<a href="mailto:michelle.burrows@redclay.k12.de.us">michelle.burrows@redclay.k12.de.us</a>
Michele Craig	Title I Reading Specialist	<a href="mailto:michele.craig@redclay.k12.de.us">michele.craig@redclay.k12.de.us</a>
Alexis Storm	MTSS T1 Leader	<a href="mailto:alexis.storm@redclay.k12.de.us">alexis.storm@redclay.k12.de.us</a>
Angela Morrow	MTSS T1 Leader	<a href="mailto:angela.morrow@redclay.k12.de.us">angela.morrow@redclay.k12.de.us</a>
Lisa Reynolds	Kindergarten Team Leader - BLT	<a href="mailto:lisa.reynolds@redclay.k12.de.us">lisa.reynolds@redclay.k12.de.us</a>
Meaghan Echeverria	1st Grade Team Leader - BLT	<a href="mailto:meaghan.echeverria@redclay.k12.de.us">meaghan.echeverria@redclay.k12.de.us</a>

Alex Simmons	2nd Grade Team Leader - BLT	<a href="mailto:alexandrah.simmons@redclay.k12.de.us">alexandrah.simmons@redclay.k12.de.us</a>
Hope Odell	3rd Grade Team Leader - BLT	<a href="mailto:hope.odell@redclay.k12.de.us">hope.odell@redclay.k12.de.us</a>
Gail Hublein	4th Grade Team Leader - BLT	<a href="mailto:gail.hublein@redclay.k12.de.us">gail.hublein@redclay.k12.de.us</a>
Tabitha Opio	5th Grade Team Leader - BLT	<a href="mailto:tabitha.opio@redclay.k12.de.us">tabitha.opio@redclay.k12.de.us</a>
Michael Bank	UA Team Leader - BLT	<a href="mailto:michael.bank@redclay.k12.de.us">michael.bank@redclay.k12.de.us</a>
Jaclyn Durant	Parent	<a href="mailto:jaclyn.durant@redclay.k12.de.us">jaclyn.durant@redclay.k12.de.us</a>

*Components Include:*

1. A comprehensive needs assessment.
2. School wide reform strategies
3. Instruction by highly qualified professional staff
4. Professional development for staff
5. Strategies to Attract HQ Teachers
6. Strategies to increase Parent Involvement
7. Transition
8. Teacher Decision Making Regarding Assessments
9. Effective and Timely Assistance to Students
10. Coordination and Integration

## Comprehensive Need Assessment

A. At Richey Elementary, we have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. A leadership team represented by administrators, teachers, program specific specialists, and parents who assisted in analyzing data, reviewing, and creating the goals for school-wide improvement.

B. As part of the annual revision process, a comprehensive needs assessment included the following instruments, procedures, and processes to acquire this information: a review of data from Math and Reading iReady grades 2-5, SBAC for grades 3-5, DIBELS data grade K-2, attendance data, Words Their Way Spelling Inventory, Math Expressions grade level assessments, Ready Gen grade level assessments, demographic data, and data from the 21-22

AND 22-23 Parent Surveys. Team members also took into consideration school demographics, staff attendance, and highly qualified teacher status to determine student strengths, weaknesses, and areas of concern.

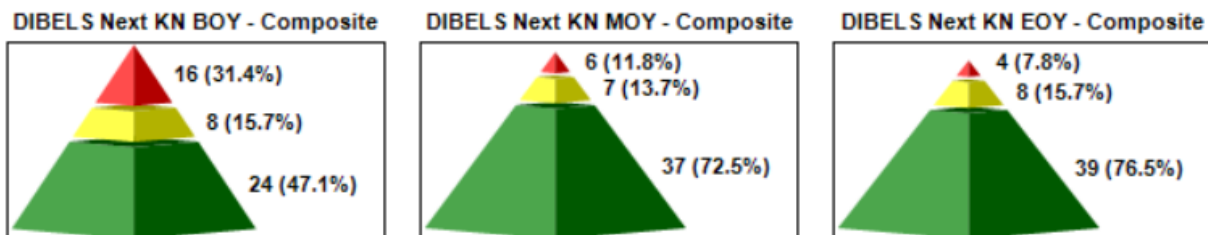
C. Currently at Richey Elementary we do not have any migrant students. Students who are potentially eligible for the Migrant Education Program (MEP) are identified through the Occupational Survey during registration. The building MEP liaison makes contact with the family to conduct an interview and assist the family in transitioning to Richey Elementary. Families who meet migrant status requirements, as defined under the MEP federally mandated program guidelines, are assisted by the Student Support Person (SSP) in seeking not only academic support but also support for health care and other community services. The SSP, EL teacher, and regular classroom teachers meet to review student records to make a determination as to where they need inclusion/after school program services. Reading and math are the focus offered during the after school program.

D. We have reflected on the following current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved:

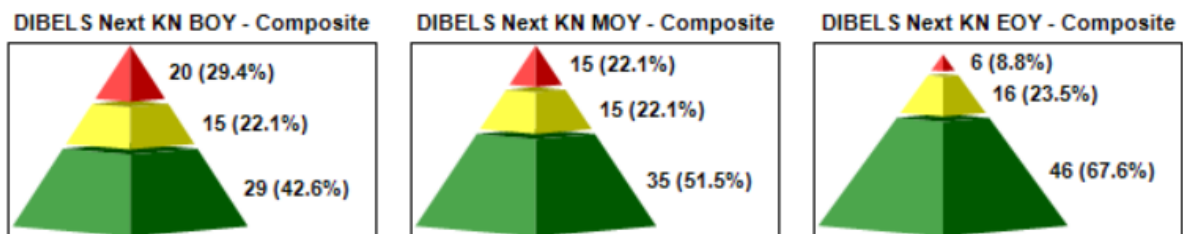
### ACHIEVEMENT DATA: Milestones

#### DIBELS by Grade

##### 22-23 Kindergarten

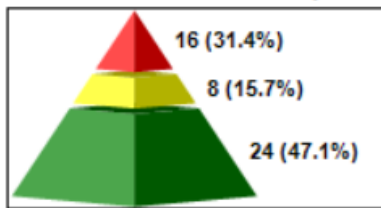


##### 21-22 Kindergarten

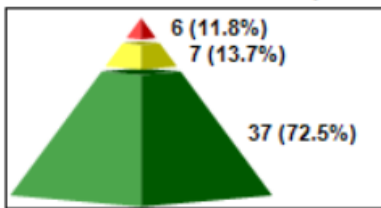


## 22-23 1st Grade

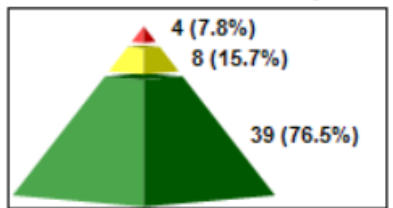
DIBELS Next KN BOY - Composite



DIBELS Next KN MOY - Composite

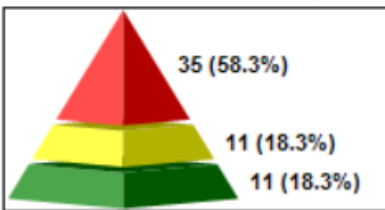


DIBELS Next KN EOY - Composite

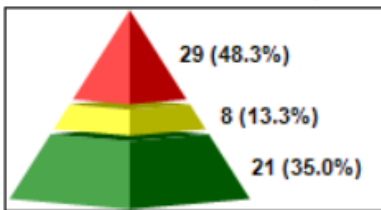


## 21-22 1st Grade

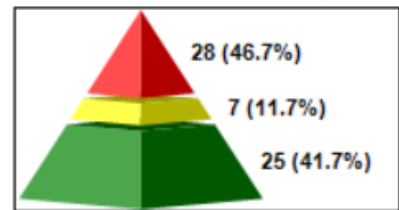
DIBELS Next 01 BOY - Composite



DIBELS Next 01 MOY - Composite



DIBELS Next 01 EOY - Composite



## Math iReady Growth Summary by Grade

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 2	129%	67%	90%	35%	69%	52/53
Grade 3	115%	55%	69%	18%	75%	55/56
Grade 4	100%	52%	63%	15%	81%	67/69
Grade 5	150%	75%	84%	38%	81%	72/72

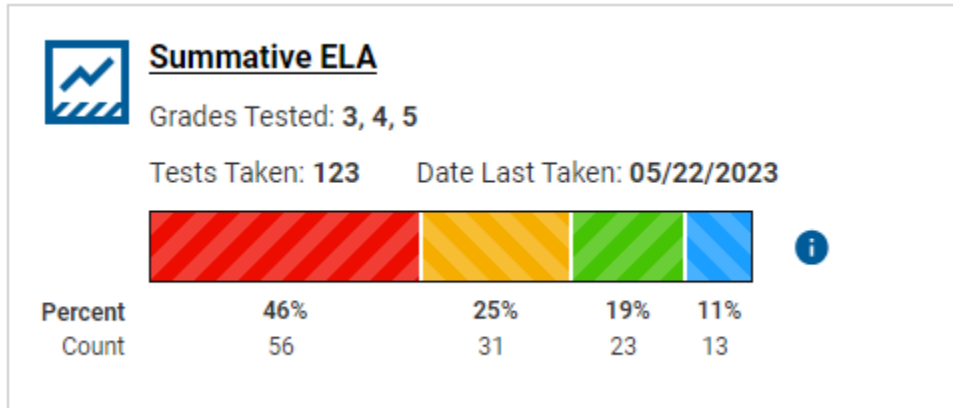
## Reading iReady Growth Summary by Grade

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 2	196%	85%	131%	75%	92%	52/53
Grade 3	119%	64%	64%	25%	58%	55/56
Grade 4	186%	79%	94%	46%	69%	67/69
Grade 5	181%	66%	78%	39%	61%	70/72

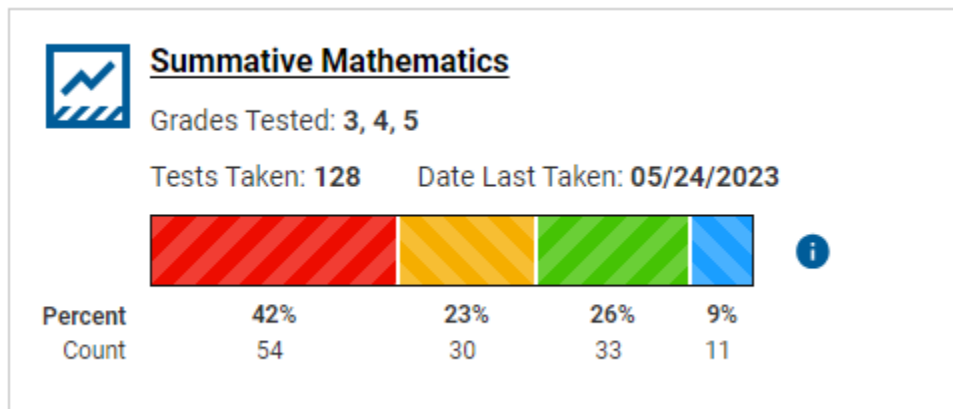
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## SBAC

### ELA



### Math



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## ANALYSIS OF STUDENT/STAFF ATTENDANCE DATA

During the 22-23 School year, 21% of students had 15 or more absences. (79% had fewer than 15 absences). Records of student attendance are confirmed from teacher daily attendance reports and are stored in the *ESchool* database.

Students with chronic attendance problems are identified, contacted, and monitored through the database. Attendance is a significant factor affecting overall student academic performance for students with attendance problems. This indicates Richey Elementary should continue to praise and encourage student attendance.

### Outcome

After analysis of Needs Assessment data, the major needs we discovered and the needs

We will address are:

- The need to maintain efforts to meet and/or exceed the standard on the SBAC in All Academic Areas.
- The specific academic needs of those students that are to be addressed in the school wide program plan will be to increase the number of students in the All Students subgroup in grades 3-5 meeting and/or exceeding standards in All Academic Areas.
- Efforts will continue to focus on increasing school/parent/community relations and engagement.
- Efforts will continue to focus on increased attendance for students.
- DTGSS is the framework for teacher feedback. 100% of teachers will receive one DTGSS observation by Dec. 1 and 100% will receive a total of 3 by April 15th.

The ROOT CAUSE/s that we discovered for each of the needs were:

- Need to streamline instructional and intervention services in order to support struggling learners and push students to become more independent/proficient with grade-level work.
- Increased content knowledge of teachers in Tier 1 instruction: Phonics (UFLI and 95%) and Math Content and Math Expressions Curriculum.
- Stronger school attendance is necessary for students to learn.
- Strong connection between home and school through school-wide events, but areas to grow in the skills and knowledge of parents related to academic goals and expectations.

The measurable goals/benchmarks we have established to address the needs are as follows:

GOAL 1: 33% of third through fifth grade students will meet or exceed proficiency in Reading/ELA on the spring 2024 SBAC with a minimum of 98% participation.

GOAL 2: 25% of third through fifth grade students will meet or exceed proficiency in Math on the spring 2024 SBAC with a minimum of 98% participation.

GOAL 3: 50-64% of students in Grades 2-5 will meet their growth target for the reading i-Ready assessment from the BOY to the EOY.

GOAL 4: 50-64% of students in Grades 2-5 will meet their growth target for the Math i-Ready assessment from the BOY to the EOY.

## School-wide Reform Strategies

Continuous improvement in the effective operation of Richey Elementary has included an intensive focus incorporating best practices and data-driven decision making in the school improvement process. All instructional programs and techniques are scientifically researched based, the staff implements strategies and techniques learned through professional development sessions, all faculty and staff are highly qualified, and Richey Elementary faculty and staff work towards the inclusion of family and the community.

A. The following strategies are the ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard:

- A balanced and authentic variety of assessments (diagnostic, common formative, summative) are used to establish baseline performance of each student, to plan and adjust differentiated instruction, to evaluate student progress, and to provide students and parents with feedback.
- Scientifically research based and standards-based instruction in all content areas for all students.
- Richey Elementary has an MTSS (Multi-Tiered System of Supports). Members work to create a positive school climate among both students and staff. The team is composed of teachers and administration. Members are responsible for monthly events for students who have shown the school-wide PAWS expectations.
- Common planning time for grade-level collaboration and professional learning.

- Professional learning opportunities offered to faculty and staff with a continuing focus on implementing the Common Core Standards.
- Parents are included in supporting the curriculum.
- An atmosphere of mutual trust and openness is attained by involving all stakeholders in the decision-making process.

B. Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies:

- Establishing a common mission, vision, values, and goals.
- Ensuring achievement for ALL students by developing systems for prevention and intervention.
- Practicing collaborative teaming focused on teaching and learning.
- Using data to guide decision-making and continuous improvement.
- Gaining active engagement from family and community.
- Building sustainable leadership capacity.
- At Richey Elementary, we have taken the best practices from respected educational and behavioral researchers and centered our instruction on these strategies. Some examples of instructional and behavioral strategies Richey Elementary staff have incorporated into the classroom are:
  - Cooperative Learning
  - Engagement Strategies
  - Feedback
  - Graphic Organizers
  - Interactive Games
  - Tracking Student Progress
  - Setting Goals and Objectives
  - Classroom Organization
  - Planning and teaching rules and procedures
  - Developing student accountability
  - Maintaining positive student behavior
  - Planning and organizing instruction
  - Responsive Classroom

C. Richey Elementary School has been able to offer before and after-school programs through Strategic Plan Grant.

Other programs that we offer include:

- MTSS - Pull out groups within grade levels utilize flexible grouping to provide socioemotional support with our Tier 3 team.
- Instructional Supports

Richey Elementary administrators and faculty work collaboratively with district-level leaders, the leadership team, and the advisory council to support the development and implementation of the School Wide Improvement Plan.



Administrators, faculty, and staff consistently review and monitor student progress throughout the year by analyzing multiple types of data. A list of assessments used to determine student baselines and assessments are used to monitor progress throughout the year.

Collaboration is evident between classroom teachers, special education teachers, and support staff as they participate in weekly collaborative planning meetings. Students who are not meeting the criteria for success are provided additional instruction and interventions through the MTSS Tier 2/3 Team. Specially designed instructional supports are offered to students identified as needing special education at Richey Elementary. Administrators are an active part of the process of assuring student needs are met; they carry out regular classroom observations giving teachers written and verbal feedback, review standards based lesson plans, and advocate professional learning for the entire staff.

## **Instruction By Highly Qualified Teachers**

A highly qualified professional staff provides instruction at Richey Elementary Elementary School. DEEDS report and school staff roster support that all administrators, teachers, and paraprofessionals hold clear, renewable, Delaware certificates and meet highly qualified criteria.

## **High Quality Professional Development**

The quality of the staff is further reflected in the educational degrees of Richey Elementary School's teachers and their years of experience.

A. Administrators, faculty, staff, and parents have numerous opportunities throughout the year for professional learning that addresses the root causes of our identified needs. Opportunities include: district and school level offerings; college courses; DDOE workshops and classes.

The following is a representative sample of current professional learning offered to Richey Elementary staff:

- District Faculty Meeting PDs & Beginning of Year Curriculum PD
- Mentoring Program with Professional Development for Novice Staff
- RCCSD Technology Conference
- District Aspiring Leadership Academy
- DOE State Trainings
- Paraprofessional Training

B. All professional learning opportunities at Richey Elementary are posted via the school's email and in DSC. Recent or planned professional development activities provided by system and/or school-level trainers, and educational consultants are as follows:

- Ready Gen & Math Expressions Workshops
- MTSS Training
- Science (Amplify)
- Digital training on how to use Schoology
- Various Webinars from the Delaware Department of Education
- Science of Reading and Phonics training - through - Reading Instructional Coaches
- Diversity training

C. We have aligned professional development with the State's academic content and student academic achievement standards based on the needs identified through our needs assessment and data analysis. All certified staff members will highlight areas they would like to target in their classrooms for personal growth.

D. We have devoted sufficient resources to carry out effective professional development activities that address the root causes of academic problems. Some of our allotted resources include: supplemental instructional materials and software, training materials, and money for presenters.

E. We have included teachers in professional development activities regarding the use of academic assessments to plan for instruction, in developing research based standards based goals and in planning instruction for all students. Providing professional learning opportunities will enable them to improve the achievement of individual students and the overall instructional program. All professional learning opportunities at Richey Elementary are posted via the school's email, PDMS, and DSC.

Professional training is provided by system and/or school level trainers, and educational consultants. Recent or planned professional development activities that enable teachers to improve the achievement of individual students and the overall instructional program are as follows: Google Training, Schoology Training, WIDA Training, Curriculum PD

## Strategies to Attract HQ Teachers

Richey Elementary has a stable staff attrition rate. Minimal vacancies occur when the voluntary transfer period opens in May. The school district posts vacancies on the Join Delaware Schools website. Applicants can apply directly online through the system website. Factors that attract and contribute to the retention rate of highly qualified teachers at Richey Elementary are the small community and supportive administrators and colleagues. Other factors include a safe learning and working environment, classes with adequate instructional supplies, and available technology to support teaching and learning. The overall climate of the school is positive. New hires are provided ongoing mentoring for new teachers through an induction program approved by the state.

## Strategies to Increase Parental Involvement

A. Research has shown that parents play a critical role in the development of a child's education, and parent involvement in schools has positive effects not only on the children, but also on teachers, administration, and the overall school/learning environment. Richey Elementary has invited parents/guardians in the planning, review, and improvement of the comprehensive school-wide program plan through the leadership team, MTSS, and PTA Meetings. Through these meetings, parents and other members of the school community work with the school in an effort to improve academic achievement and to address areas of concern including strategic planning, budget plans, and matters related to student achievement. Advisement from all families is sought after and taken into consideration through a variety of ways including surveys, parent meetings, parent conferences, and school events.

B. We have developed a compact between the community and the school.

- C. Parents have opportunities to be involved in the planning, review, and improvement of the school in an organized, ongoing, and timely manner. Additional input is generated during parent-teacher conferences when needs and priorities are determined.

Feedback, suggestions, and unsatisfactory comments are considered when revising the School's Improvement Plan.

Richey Elementary provides information about the Title I plan to Partners in Education, community organizations, and businesses about ways they can support instructional and motivational programs.

## Transition

Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school plus plans for all students entering our school throughout the school year.

The transition from Pre-Kindergarten to Kindergarten at Richey Elementary has proven to be an important element in determining a student's future social adjustment and academic success. Therefore, the faculty and staff work diligently in their plans to support young students and their parents during this transitional period. Yearly the school counselor, administration, and kindergarten teachers meet to discuss the transition process and make plans for registration and visitation. During Kindergarten registration held in April, kindergarten teachers meet and greet pre-k parents and their children. Kindergarten teachers take students and families on a tour of the building and answer questions about registration.

Plans are also in place to smoothly transition our fifth grade students to Middle School. Some Middle School counselors provide an orientation for fifth grade students at Richey Elementary. They receive information on the dress code and expectations for academics, behavior, and attendance. New students and their parents are greeted by the office staff, school counselor, and School Administrative team members. Records are reviewed by administrators, teachers,

ED, and the counselor to ensure proper placement. Students receive support in becoming familiar with the building and routines through interactions with a peer buddy and the counselor.

## **Teacher Decision Making Regarding Assessments**

Teachers at Richey Elementary are included in decisions regarding the use of academic assessments. They continually disaggregate assessment data for students. Some examples are listed below:

- At the beginning of the academic school year, administrators and teachers meet by grade level to discuss data from the previous year and to compare this data to previous years. Analysis of this longitudinal data helps administration and teaching staff discern areas of curriculum weakness or academic weaknesses within a specific group of students. Teacher teams further analyze the data and plan instructional strategies and interventions during grade-level meetings. Data is displayed in visual formats (e.g., charts, graphs).
- A variety of formative and summative assessment data is disaggregated (e.g., IREADY, DIBELS, COMMON ASSESSMENTS, teacher made formatives, and reports from various computer software programs (e.g., Reading Eggs, and Dreambox) which are used for intervention.
- Processes for disaggregating school, classroom, teacher, and individual student data are frequently monitored by the administration and district leaders.

## **Effective and Timely Assistance to Students**

Richey Elementary recognizes the urgency in responding to students who experience difficulty mastering standards. Student progress is reviewed on an ongoing basis so the students' academic programs may be revised as needed. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

We ensure timely identification of students needs through the following activities:

- Teachers review the cumulative folder information/iTracker Data for their new entering students and for all students before school begins.
- Administrators and teacher teams meet throughout the year to analyze all data and plan instructional strategies and interventions.
- Parents are contacted when MTSS Tier 2/3 referrals are made.
- Throughout the year progress monitoring through various assessments; examples are: I-Ready, Common Curriculum Assessments (ME & Ready Gen), SBAC, DESSA Testing, DIBELS, Words Their Way, and 95% Core Phonics.
- On-going staff development focusing on methods and materials to ensure success of all learners.
- Collaboration with and delivery of training by inclusion and resource teachers (i.e., Special Education, Speech-Language, EL, RTI) to provide appropriate assistance to students experiencing difficulty.
- Weekly grade level team meetings (PLCs)
- Walkthroughs by administrators to provide immediate feedback on instructional techniques.
- Teacher-parent conferences & communication with parents by phone, email, and face-to-face meetings.
- Teacher-Parent-Student-Administrator Compacts.
- Academic-behavioral interventions established by the school counselor, student advisor, behavior interventionist, teachers, and parents.
- Utilize the school website & newsletters to gather and share information about school and classroom happenings.
- Small groups within each classroom and flexible grouping for re-teaching.
- Support staff meetings twice a month to discuss student concerns and interventions.

- Collaborate with outside agencies to offer counseling services for students and their families
- Scheduling to maximize instructional time.
- Strong instructional focus tied to our school improvement plan that is maintained throughout the year to meet individual student needs.
- Careful consideration of each student for promotion/retention in accordance with school district policies and federal/state guidelines.

Richey Elementary teachers use a variety of assessment tools and techniques: classroom performance, portfolios, standardized and teacher constructed tests, language checklists, self-assessment, student/parent questionnaires, and professional judgment in determining student progress toward meeting all standards.

Ongoing assessment of student achievement and communication of assessment results are available to parents through mid-term progress reports and report cards. Progress reports are sent home every four and one-half weeks, and report cards go home every nine weeks.

Teachers communicate directly with parents through telephone calls, newsletters, notes sent home, Remind, and email as they monitor student progress. Students in Kindergarten through third grade take home Communication Folders (e.g., work samples, behavioral reports) each week. Fourth and fifth graders use agendas to inform parents of daily/weekly progress. *HAC*, a web link for parents to access students' grades and attendance is available for all parents.

Letters are sent to parents informing them of their child's scores on the SBAC, and Benchmark assessments. State brochures about testing and interpreting results are sent home. Parent conferences are scheduled on designated days and when the need arises for individual students. Parents may request conferences at any time.

Furthermore, Richey Elementary utilizes the annual Open House, home visits, Parent/Teacher meetings, and Classroom newsletters to provide parents with timely verbal and written information concerning: an explanation of the school's

curriculum; assessments used to measure student progress; individual assessment results; the interpretation of those results; and the proficiency levels students are expected to meet.

## Coordination and Integration

Richey Elementary System integrates federal, state, and local services and programs. Federal Title programs include Title I--Part A, Title II-- Part A, Title IV—Part A, Title VI--Part B, IDEA, and American Recovery and Reinvestment Act (ARRA) funds.

Intensive math and reading instruction and intervention are used to improve student achievement in meeting state standards. After school programs are provided for students for enrichment in areas of academics, and STEM.

Title I provides funds for staff salaries to support students with various needs. Title I provides supplementary funds to provide materials to support students and families with learning at school and at home.

### Evaluation of Current School-Wide Program (2023-24)

Team Member: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Component	Activities	Notes on Effectiveness
2	<ul style="list-style-type: none"><li>Review school-wide programs to ensure that all instructional programs are supported by scientifically-based research with a specific focus on the latest research on curriculum and approach.</li></ul>	



	<ul style="list-style-type: none"><li>● Discussion of differentiation of instruction and providing appropriate scaffolding for students in multi-age classroom setting in PLC with special education teacher offering insight and feedback to classroom teachers.</li><li>● Identify support programs to address enrichment and acceleration needs. The administration will seek feedback from teams for gaps in materials and review/purchase as needed.</li><li>● Review data by sub-groups to determine program effectiveness. This will be done by the Academic Excellence Committee and findings will be presented to the staff .</li></ul>	
<b>3</b>	<ul style="list-style-type: none"><li>● HQT Analysis completed by Leadership Team</li><li>● Pipeline Analysis and Vacancy Analysis completed by Leadership Team to determine hiring needs and potential gaps that need to be filled</li><li>● Create mentoring program for cycle one/two that is personal to us and the teacher needs at Richey Elementary</li><li>● Provide financial assistance for teachers to receive additional training in an accredited program.</li><li>● Create and follow a comprehensive hiring plan</li></ul>	
<b>4</b>	<ul style="list-style-type: none"><li>● Ensure that professional development is extended to anyone who works with teachers to support student achievement. This will require us to identify possible staff and invite them to professional development activities.</li><li>● Inform staff of professional development plans and goals for the upcoming school year.</li><li>● Seek opportunities for training.</li><li>● Identify substitute teachers who have an alignment of philosophy and hire them so that teachers may attend meetings and professional development during the school day.</li></ul>	

<b>5</b>	<ul style="list-style-type: none"><li>● Share mentoring program with potential staff members</li><li>● Create a variety of opportunities for potential staff to become a part of Richey Elementary prior to the interview process</li><li>● Develop a timeline for recruiting teachers</li><li>● Develop a strategy for recruiting teachers</li><li>● Develop materials to guide the hiring process</li></ul>	
<b>6</b>	<ul style="list-style-type: none"><li>● Richey Elementary will send information to parents in a language and format that they can understand. For important information such as family activities, parents' right to know documents, conferences, and parent education events, information will be shared in a variety of formats multiple times.</li><li>● Parent involvement information will be presented at an Open House</li><li>● Richey Elementary will have a Family Engagement Committee</li><li>● Richey Elementary will create a series of parent education courses and opportunities for parents including parenting courses.</li><li>● Richey Elementary will work to nurture the parents who are currently involved and initiate relationships with families new to Richey Elementary</li></ul>	
<b>7</b>	<ul style="list-style-type: none"><li>● Kindergarten Early Registration</li><li>● Grade level transition activities</li></ul>	
<b>8</b>	<ul style="list-style-type: none"><li>● Provide teachers with professional development activities to increase their understanding of how to use multiple assessment measures in conjunction to improve instruction</li><li>● Provide opportunities for teachers to work together in developing student assessments, benchmark goals, performance tasks, checklists, rubrics and communication tools</li></ul>	

	<ul style="list-style-type: none"><li>● Guide teachers in using data to make instructional decisions.</li><li>● Utilize teacher feedback on currently used assessments to determine if they will continue to be utilized in the future.</li></ul>	
<b>9</b>	<ul style="list-style-type: none"><li>● Richey Elementary will utilize the PST process to identify students with academic needs in ELA and Math.</li><li>● Richey Elementary will create a process for teachers can refer students who have a need for social skills support through our Student Support Specialist.</li><li>● Richey Elementary will utilize the expertise of our Special Education Coordinator, School Psychologist, Special Education Team, and Education Director to ensure that all student needs are being met. This included students with IEPs and 504 plans.</li><li>● Provide social skills support for students</li><li>● Share with parents resources such as counseling services, outreach programs, community agencies, afterschool activities, etc.</li><li>● Provide professional development in effective teaching strategies during staff meetings and PLCs.</li></ul>	
<b>10</b>	<ul style="list-style-type: none"><li>● Create an opportunity for staff members who oversee different federal or state programs to come together and discuss procedures, barriers, and impact. In addition, they should look for any places where coordination of services makes sense.</li></ul>	