

Flagler Schools

Rymfire Elementary School



2021-22 Schoolwide Improvement Plan

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Rymfire Elementary School

1425 RYMFIRE DR, Palm Coast, FL 32164

www.flaglerschools.com

Demographics

Principal: Travis Lee

Start Date for this Principal: 7/13/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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)	<i>[Data Not Available]</i>
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 Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (56%) 2017-18: C (53%) 2016-17: B (56%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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 Flagler 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Flagler County Public Schools, including Rymfire Elementary, ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Provide the school's vision statement.

As a courageous, innovative leader in education, Flagler County Public Schools, including Rymfire Elementary, will be the Nation's premier learning organization where ALL students have the opportunity to graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Glasco, Douglas	Assistant Principal	Mr. Glasco serves as Assistant Principal supporting Mr. Lee as instructional leader for Rymfire Elementary. He is responsible for leading our staff in providing our students a high quality education that supports all learners and engages all stakeholders for the better welfare of our students, families and the community.
Lee, Travis	Principal	Mr. Lee serves as Rymfire Elementary's Instructional Leader. He is responsible for leading our staff in providing our students a high quality education that supports all learners and engages all stakeholders for the better welfare of our students, families and the community.
Doutrick, Heather	Behavior Interventionist	Mrs. Doutrick serves as Behavior interventionist, supports MTSS and provides instructional support with teachers specifically in writing. She works with teachers providing professional learning on behavior tracking and support strategies to improve student behavior outcomes as well as student outcomes with writing. She also serves as a member of the MTSS committee that supports teachers with planning and intervening with students with academic or behavior needs.
Coaches, RES	Reading Coach	Ms. Taylor supports MTSS and provides instructional support in Literacy. She works with teachers providing professional learning in instructional strategies to improve student outcomes. She also serves as a member of the academic MTSS committee that supports teachers with planning and intervening with students with academic needs.
Pedro, Jamie	Assistant Principal	Ms. Pedro serves as Assistant Principal supporting Mr. Lee as instructional leader for Rymfire Elementary. She is responsible for leading our staff in providing our students a high quality education that supports all learners and engages all stakeholders for the better welfare of our students, families and the community.
Ruddy, Tim	Instructional Coach	Mr. Ruddy supports MTSS and provides instructional support in Math and Science. He works with teachers providing professional learning in instructional strategies to improve student outcomes. He also serves as a member of the academic MTSS committee that supports teachers with planning and intervening with students with academic needs.

Name	Title	Job Duties and Responsibilities
Lisowski, Anna	Other	MTSS / Interventionist Leads RES's MTSS process and provides interventions to groups of students
Coleman, Tyler	Teacher, K-12	Mr. Coleman supports MTSS and provides instructional support. He works with teachers providing professional learning on behavior tracking and support strategies to improve student behavior outcomes. He also serves as a member of the academic MTSS committee that supports teachers with planning and intervening with students with academic needs.

Demographic Information

Principal start date

Tuesday 7/13/2021, Travis Lee

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

1,079

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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	135	144	146	136	139	152	182	0	0	0	0	0	0	1034
Attendance below 90 percent	10	40	38	35	35	44	55	0	0	0	0	0	0	257
One or more suspensions	0	2	1	0	4	0	9	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	27	29	34	30	0	0	0	0	0	0	120
Level 1 on 2019 statewide FSA Math assessment	0	0	0	40	40	45	41	0	0	0	0	0	0	166
Number of students with a substantial reading deficiency	43	15	53	43	63	72	69	0	0	0	0	0	0	358

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	1	0	0	1	0	13	0	0	0	0	0	0	15

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	2	2	4	8	2	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/16/2021

2020-21 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	127	125	136	156	165	144	183	0	0	0	0	0	0	1036
Attendance below 90 percent	9	14	9	12	10	12	37	0	0	0	0	0	0	103
One or more suspensions	1	1	2	5	5	4	12	0	0	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	0	2	1	1	3	0	0	0	0	0	0	8

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	1	1	2	2	0	1	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	68%	0%	58%	10%
Cohort Comparison						
04	2021					
	2019	56%	60%	-4%	58%	-2%
Cohort Comparison		-68%				
05	2021					
	2019	58%	58%	0%	56%	2%
Cohort Comparison		-56%				
06	2021					
	2019	54%	62%	-8%	54%	0%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	72%	3%	62%	13%
Cohort Comparison						
04	2021					
	2019	64%	60%	4%	64%	0%
Cohort Comparison		-75%				
05	2021					
	2019	54%	58%	-4%	60%	-6%
Cohort Comparison		-64%				
06	2021					
	2019	58%	67%	-9%	55%	3%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	53%	-2%	53%	-2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

RES used iready data for Math and ELA progress monitoring data. We used FCAT Science data for our Science data which only resulted in a Spring score.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33/110=76%	39/118=33%	67/128=
	Economically Disadvantaged Students With Disabilities	4/24=17%	7/22=32%	12/27
	English Language Learners	3/10=30%	2/11=18%	6/11=55%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/109 = 16%	21/116 = 18%	63/121 = 52%
	Economically Disadvantaged Students With Disabilities	4/22 = 18%	6/25 = 24%	16/27 = 59%
	English Language Learners	1/12 = 8%	1/13 = 8%	6/14 = 43%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/110=13%	39/118=33%	53/121=44%
	Economically Disadvantaged Students With Disabilities	3/22=14%	3/23=13%	7/26=27%
	English Language Learners	0/12=0%	0/17=0%	2/14=14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22/121 = 18%	48/120 = 40%	68/120 = 57%
	Economically Disadvantaged Students With Disabilities	2/23 = 9%	3/27 = 11%	7/27 = 26%
	English Language Learners	3/15 = 20%	6/16 = 38%	10/17 = 59%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/112=13%	32/119=27%	55/121=45%
	Economically Disadvantaged			
	Students With Disabilities	2/25=8%	3/28=11%	5/28=18%
	English Language Learners	0/15=0%	4/16=25%	4/17=24%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/113 = 13%	56/115 = 49%	73/117 = 62%
	Economically Disadvantaged			
	Students With Disabilities	0/13 = 0%	1/13 = 8%	4/14 = 29%
	English Language Learners	1/12 = 8%	4/12 = 33%	4/11 = 36%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/113=12%	48/117=41%	66/116=57%
	Economically Disadvantaged			
	Students With Disabilities	0/13=0%	1/13=7%	2/14=14%
	English Language Learners	1/12=1%	1/12=1%	1/11=1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23/125 = 18%	46/135 = 34%	87/135 = 64%
	Economically Disadvantaged			
	Students With Disabilities	1/28 = 4%	5/30 = 17%	13/30 = 43%
	English Language Learners	1/17 = 6%	6/19 = 32%	13/19 = 68%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/128=21%	30/134=22%	45/135=33%
	Economically Disadvantaged			
	Students With Disabilities	4/27=15%	5/30=17%	7/30=23%
	English Language Learners	1/17=6%	3/19=16%	3/19=16%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/150.= 25%	81/157 = 52%	101/155 = 65%
	Economically Disadvantaged			
	Students With Disabilities	1/29 = 3%	6/32 = 19%	12/29 = 41%
	English Language Learners	5/18 = 28%	10/18 = 56%	13/18 = 72%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			79/166=48%
	Economically Disadvantaged			
	Students With Disabilities			4/28=14%
	English Language Learners			7/19=37%

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17/151=11%	31/154=20%	38/159=24%
	Economically Disadvantaged			
	Students With Disabilities	1/29=3%	1/32=3%	4/18=22%
	English Language Learners	4/18=22%	2/18=11%	1/30=3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40/159=25%	42/155=27%	47/144=33%
	Economically Disadvantaged			
	Students With Disabilities	1/28=3%	2/31=6%	2/28=7%
	English Language Learners	1/17=5%	4/19=21%	3/18=17%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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 2017-18	C & C Accel 2017-18
SWD	26	43	42	29	42	46	10				
ELL	48	56	46	59	64	69	35				
BLK	40	46	55	43	47	45	16				
HSP	52	48	45	55	51	38	40				
MUL	75	65		69	70		70				
WHT	71	63	49	73	70	54	67				
FRL	57	54	47	60	59	48	46				
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 2016-17	C & C Accel 2016-17
SWD	20	24	23	21	37	43	15				
ELL	50	65	58	60	62						
ASN				80							
BLK	35	35	32	43	48	48	33				
HSP	56	46	42	67	57	47	45				
MUL	65	40	18	71	53	45	75				
WHT	63	54	50	72	60	46	64				
FRL	53	46	41	64	54	49	54				

ESSA Data Review

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)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
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	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	63
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math:

Our math proficiency percentage or the number of students earning a 3 or above has declined since 2016. In 2016, 73% of our students earned proficiency scores in Math, compared to 69% in 2017, 65% in 2018, and 64% in 2019. And finally, in 2021, 57% of our population earned a proficiency score, a 16 percentage point difference. Similarly, our overall math learning gains in our lowest quartile also steadily declined. In 2016, 53% of our students within our lowest quartile made a learning gain, compared to 39% in 2021, a 14% decrease.

ELA:

While RES demonstrates a steady increase in students earning a 3 or above in ELA and scores above the state average with 56% of students earning a 3 or above, RES's ELA learning gains maintained an increase of 5 percentage points from 2016 - 2021 with a final overall proficiency rate of 57%. The learning gains of our lowest quartile in 2019 also shows a respectable increase of 6 percentage points or 50% of students earning a 3 or above when compared to 2016's proficiency rate of 44%. However their overall proficiency in 2021 decreased by 13 percentage points, resulting in 37% of students earning a 3 or above on the FSA ELA.

Subgroups:

Science:

Only 16% of African American students and 10% of SWD achieved proficient scores on the 18-19 Science assessment compared to 67% of white students scoring proficient.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

African American (AA) Students:

Our AA students' proficiency rate of 3rd through 6th graders earning a 3 or above on ELA, Math and Science decreased 8 percentage points from 2016 to 2019 yielding a 42% proficiency rate and then decreased 5 percentage points in 2021, resulting in a 37% proficiency rate.

Students With Disabilities (SWD):

Our SWD gained 14 percentage points from 2016 to 2019, hence 37% of SWD in grades 3 through 6 earned a 3 or above on state assessments, however, in 2021 our overall SWD proficiency rate declined to 27%.

Math:

Our overall math proficiency percentage declined since 2016. In 2016, 73% of our students earned proficiency scores in Math, compared to 69% in 2017, 65% in 2018, and 64% in 2019. In 2019, 75% of third graders scored a 3 or above on the FSA Math compared to 47% of third graders in 2021, a decrease of 28 percentage points.

ELA: Our ELA achievement score remains about 60% from 2016-2019.

67% of third graders in 2016 scored proficiency, a 3 or above in the Reporting Category 1 or Key Ideas and Details in the FSA ELA; however only 54% of these students as 6th graders in 2019 were proficient in this same category, a 13 percentage point decrease.

Our fourth graders experienced a similar decline in the same reporting category as 63% of them scored proficiency in Category 1 in the FSA ELA compared to 47% of them as sixth graders, a 16 percentage point difference.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A new principal was hired for the 2018-2019 school year which resulted in positive growth. This year, 21-22, Travis Lee was hired replacing Lashakia Moore. His leadership experience at RES allows us to continue strong systems while also revising practices to increase our growth across all content areas. Flagler Schools adopted a balanced literacy ELA curriculum for grades K-6. This new purchase will create solid tier 1 instruction with fidelity. Prior to this adoption, our teachers used evidence-based resources such as Wonders, however, it lacked a full balanced approach. In 20-21 our district also adopted math curriculum with layered intervention support which provides solid tier 1 instruction. These new adoptions with layered intervention support will provide intensive support and close the achievement gap. Prior to this adoption, our master schedule lacked a specific math intervention time. This year, 21-22, specific time was embedded in our master schedule. We also decreased time students were pulled from class both in school and out of school suspensions in 20-21. Prior to this change, more students spent time outside of class which negatively impacted academic growth. Because the number of students referred for discipline increased from 17-18 to 18-19, we embedded a 15 minute morning meeting time in 19-20. Our decreased office discipline referrals (ODRs) also supports increased time in class. With strong tier 1 support, strategic intervention time for both ELA and Math in our master schedule, and increased time in class, students will achieve positive gains across our content areas.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math:

When we study the learning gains of our lowest quartile by grade level, our 4th grade recovered 21 percentage points in 2019 when compared to 2018, or 34% to 55%. Our learning gains of our lowest quartile in 5th grade recovered, 13% percentage points from 2019 to 2021.

ELA:

The learning gains of our lowest quartile in 2019 also shows a respectable increase of 6 percentage points or an achievement rate of 50% when compared to 2016's achievement rate of 44%. According to trendlines our ELA achievement and learning gains is projected to remain above the state in 4th and 5th grade. The growth of our lowest quartile in grade 5 recovered 13% percentage points from 2019 to 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

RES added two interventionists to our ESE/Intervention team. Data was reviewed quarterly to make data driven decisions pertaining to tier 1 instruction and the instructional supports in ELA and Math MTSS interventions. Our interventionists pushed into classrooms, reserving pull out with both tier 3

and ESE students, during the classroom teachers' small group times. Our morning meeting time explicitly taught and reinforced social emotional skills in the classroom. Students also learned how to manage their emotions and appropriately respond to conflict. RES also implemented evidence-based academic and behavior interventions. Staff disaggregated data to ensure our lowest performing students were considered in our Multi-Tiered System for Supports (MTSS) and our Exceptional Student Education (ESE) teachers used data to make informed decisions on students' needs. Our staff was also committed to building and sustaining positive relationships with each other and with our students. During times of conflict, our student services' team guided restorative conferences to restore harm and build a preventative plan to support both the student(s), teacher(s), parent(s), and other staff. Our leadership team and student services team met weekly to review data, including progress towards our school improvement plan goals.

What strategies will need to be implemented in order to accelerate learning?

During our leadership team meetings, our team reviews school-wide data to track our progress, reflect on current plan, and create accountable practices for the growth of school. Each team member is responsible for tracking and reporting on school data and growth. Our administration team also commits to walking through classrooms for an hour every day; therefore, 3 administrators should be able to walkthrough 6 classes a day with a total of 18 class visits a day. We are looking for evidence of student engagement and constructive feedback, both positive and negative. If deficits are viewed, administration will seek clarification from teacher and provide positive feedback and action steps. Our School Improvement Plan (SIP) goals will be a focus of our Professional Learning Communities, school-based committees such as our Literacy Leadership, Positive Behavioral Interventions and Support (PBIS), and Math committees. Specific professional learning will also be included in our monthly faculty and lead teacher meetings focused on accelerated learning strategies including but not limited to specific feedback, questioning, and engagement. RES will practice growth mindsets through reflection of their personal teaching practices compared to the evidence-based practices, such as acceleration, in formal walkthroughs and/or evaluations. Our ESE/Interventionists are also committed to restricting pull out to small group time and push in during all other times. Students will also track their growth towards a personal target connected to our SIP goals.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Implementing Acceleration Strategies in our tier 1 curriculum.
2. Student Data Tracking; setting individual student goals and tracking data strategies.
3. Math Small Groups and evidence-based strategies.
4. Number Talks
5. Coaching Cycles, both formal and informal, offered or mandated based on teacher's fidelity and progress towards typical growth in both ELA and Math.
6. Implementation of our ELA curriculum, Advanced Benchmark for K-5 and Houghton Mifflin Harcourt (HMH) for Grade 6.
7. Depths of Knowledge questioning and our curriculum maps.
8. ESE/Interventionists:
 - Disaggregate data and tracking progress; how to use this data to make informed decisions.
 - QIEP and Matrix training for our ESE teachers.
 - Accommodations and how to communicate and track implementation in the general education classroom
9. Restorative Practices: building relationships and how to proactively respond to student behavior
10. Aspen Training: deescalation strategies and how to build and sustain positive relationships with students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

RES will continue their professional relationship with Florida Diagnostic & Learning Resources System (FDLRs) to support our lowest quartile and students with disabilities. We will also continue to lean on our district staff for specific feedback on our progress towards our goals. We are also committed in seeking the voice of all our stakeholders, families, staff, and student, to help us make informed decisions for our students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	ELA Overall Proficiency Scores: 2021: 55% 2019: 61% 2018: 57% 2017: 59%
Description and Rationale:	If we continue on this trend in grades 3rd and 6th, the state may exceed us in both average proficiency rate and growth. The growth of our lowest quartile in grade 5 recovered 13% percentage points from 2019 to 2021; however, a 19% decrease from 2018, or 54% to 35% growth in 2019. On the other hand, our 6th grade's learning gains of our lowest quartile, continues to decrease with an end result of 30% growth. We maintained 54% of growth within the lowest quartile in 2018 and 2019, but this was a 10 percentage point decrease when compared to 2016's growth of 64%.
Measureable Outcome:	RES will see an increase in our students earning a level 3 or higher increase from 56% to 66% and the learning gains in our lowest quartile will increase from 37% to 50% on the ELA FSA.
Monitoring:	Teachers, administrators, and coaches will review quarterly data both iready diagnostics and grade level common ELA unit assessments during our school-wide half day PLCs. These assessments will help school determine which students need interventions and in what areas such as phonemic awareness, phonics, vocabulary, and the comprehension of narrative and expository texts.
Person responsible for monitoring outcome:	RES Coaches (rescoaches@flaglerschools.com)
Evidence-based Strategy:	The following strategies will be used to increase student performance in ELA: 1. Acceleration Strategies embedded in our general education curriculum in grades K-6 such as previewing and scaffolding instruction, providing differentiated assignments, provide a double dose of material, provide remediation as needed, and review concepts. 2. Assisting students to create an individualized goal based on their first assessment in iready to foster self-efficacy skills. 3. Teach and practice writing Depths of Knowledge (DOK) or Bloom questions to be implemented across content areas in Math, ELA and Science. 4. Exceptional Student Education (ESE)/Interventionists will collaborate with teachers to ensure that visuals, manipulatives, and other accommodations are consistently implemented in the general education classroom.
Rationale for Evidence-based Strategy:	According to the Florida Center for Reading Research and John Hattie's research on effect sizes, acceleration strategies such as asking higher order thinking questions to assess students' mastery of content and the consistent implementation of accommodations for our students with disabilities will increase student achievement and in doing so will positively impact learning gains. At the same time, Evidence for ESSA, listed iready as promising; hence, students are encouraged to excel through the creation of student created goals where students review their data and determine what they want to focus on and how they will get there.

Action Steps to Implement

Step 1: We will review our Back to School Professional Learning topic, "The Implementation of Acceleration Strategies" in our weekly planning sessions of our general education curriculum in grades K-6 focused on previewing and scaffolding instruction, providing differentiated assignments, provide a double dose of material, provide remediation as needed, and reviewing concepts.

Person Responsible RES Coaches (rescoaches@flaglerschools.com)

Goal setting: Students develop a goal for ELA.

First, students review their Assessment Period 1 (AP1) scores on their ELA i-ready.

Next, with the help of their teacher, students set a personal goal in ELA using the i-ready typical growth indicator.

Then students and teacher create action steps towards their goal and determine checkpoints to assess their progress towards goal (progress monitoring timelines derived from i-ready).

Finally, students meet with their teacher to review progress after progress monitoring is completed.

Students will revise goal as needed and earn incentives to encourage their achievement.

Person Responsible Jamie Pedro (pedroj@flaglerschools.com)

Step 3: Depths of Knowledge (DOK) or Bloom questions: Teachers will practice writing questions and asking students higher order thinking questions. Teachers will include questions in their lesson plans monitored by administration and academic coaches. Feedback will be provided to teachers during weekly classroom walkthroughs by academic coaches and administration, as well as specific feedback during evaluations.

Person Responsible RES Coaches (rescoaches@flaglerschools.com)

Step 4: Exceptional Student Education (ESE): ESE/Interventionists will share visuals, manipulatives, and other accommodations that help students do their best in ELA. These are legally bound requirements in a student's 504 plan or Individual Education Plan (IEP). During weekly walkthroughs, administration will check its implementation in the general education classroom and provide immediate feedback to teachers.

Person Responsible Douglas Glasco (glascod@flaglerschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

The number of students earning a level 3 or above has declined since 2016 on FSA Math. In 2016, 73% of our students earned proficiency scores in Math, compared to 69% in 2017, 65% in 2018, and 64% in 2019. And finally, in 2021, 57% of our population earned a proficiency score, a 16 percentage point difference. Similarly, our overall math learning gains in our lowest quartile also steadily declined. In 2016, 53% of our students within our lowest quartile made a learning gain, compared to 39% in 2021, a 14% decrease. If we maintain current trends in math, both in proficiency and growth, it is projected that grades 4,5, & 6 will maintain above the state averages; however, the state will exceed 3rd grade. When we study the learning gains of our lowest quartile by grade level, our 4th grade recovered 21 percentage points in 2019 when compared to 2018, or 34% to 55%. Our learning gains of our lowest quartile in 5th grade recovered, 13% percentage points from 2019 to 2021; however, we experienced a 19% point decrease of growth from 2018 to 2019. Our 6th grade also continues to decrease in the learning gains of our lowest quartile. From 2016 to 2019, we experienced a 10 percentage point decrease in the learning gains of our lowest quartile in 6th grade yielding 54% of students achieving growth.

We can also compare proficiency rates of cohorts of students. In 2019, 75% of 3rd graders scored a level 3 or higher on FSA Math compared to 60% of these students as 5th graders in 2021. Similarly, 64% of 4th graders in 2019 earned a level 3 or higher on the Math FSA compared to 53% of these students as 6th graders in 2021.

Measureable Outcome:

66% of students will earn a 3 or higher and earn a learning gain on the Math FSA.

Monitoring:

In order to monitor our progress towards our goal, teachers will review quarterly data, including but not limited to grade level iready diagnostic outcomes (fall, winter, and spring) during our school-wide Professional Learning Communities (PLCs) with a focus on instructional practices and routines of the general education curriculum, Ready MAFS. Our PLCS meet two times a year for 2 hours or more to disaggregate this data while also reviewing data during our weekly planning sessions (45 mins) of their curriculum. Our focus is to increase the number of students performing at grade level and meeting their typical growth on the iready diagnostics. The implementation of instructional strategies is monitored by our weekly classroom walkthroughs by academic coaches and administrators, and written feedback is provided by our academic coaches in the form of "glows and grows." Our administrators also provide verbal feedback as needed.

Person responsible for monitoring outcome:

Tim Ruddy (ruddyt@flaglerschools.com)

Evidence-based Strategy:

The following evidence-based strategies will be used to increase student performance in Math:

1. Acceleration Strategies embedded in our general education curriculum in grades K-6 such as previewing and scaffolding instruction, providing differentiated assignments, provide a double dose of material, provide remediation as needed, and review concepts.
2. Assisting students to create an individualized goal based on their first assessment in iready to foster self-efficacy skills.
4. Exceptional Student Education (ESE)/Interventionists will collaborate with teachers to ensure that visuals, manipulatives, and other accommodations are consistently implemented in the general education classroom.

Rationale for Evidence-based Strategy: According to John Hattie's research on effect sizes on questioning and self-efficacy, our teachers must consistently implement acceleration strategies, ask higher order thinking questions to assess students' mastery of content, and consistently implement accommodations for our students with disabilities. At the same time, Evidence for ESSA lists iready positive effect in raising students achievement as "promising," hence we encourage students to excel through the creation of student created goals where students review their data and determine what they want to focus on and how they will get there.

Action Steps to Implement

Step 1: We will review our Back to School Professional Learning topic, "The Implementation of Acceleration Strategies" in our weekly planning sessions of our general education curriculum in grades K-6 focused on previewing and scaffolding instruction, providing differentiated assignments, provide a double dose of material, provide remediation as needed, and reviewing concepts.

Person Responsible Tim Ruddy (ruddy@flaglerschools.com)

Goal setting: Students develop a goal for Math.
 First, students review their Assessment Period 1 (AP1) scores on their Math i-ready.
 Next, with the help of their teacher, students set a personal goal in Math using the iready typical growth indicator.
 Then students and teacher create action steps towards their goal and determine checkpoints to assess their progress towards goal (progress monitoring timelines derived from iready).
 Finally, students meet with their teacher to review progress after progress monitoring is completed.
 Students will revise goal as needed and earn incentives to encourage their achievement.

Person Responsible Jamie Pedro (pedroj@flaglerschools.com)

Step 3: Depths of Knowledge (DOK) or Bloom questions: Teachers will practice writing questions and asking students higher order thinking questions. Teachers will include questions in their lesson plans monitored by administration and academic coaches. Feedback will be provided to teachers during weekly classroom walkthroughs by academic coaches and administration, as well as specific feedback during evaluations.

Person Responsible RES Coaches (rescoaches@flaglerschools.com)

Step 4: Exceptional Student Education (ESE): ESE/Interventionists will share visuals, manipulatives, and other accommodations that help students do their best in ELA. These are legally bound requirements in a student's 504 plan or Individual Education Plan (IEP). During weekly walkthroughs, administration will check its implementation in the general education classroom and provide immediate feedback to teachers.

Person Responsible Douglas Glasco (glasco@flaglerschools.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

One of our overall lowest performing groups is our Students with Disabilities (SWD) with a proficiency rate of 27%. The current Every Student Succeeds Act (ESSA) Federal Percent of Point Index (FPPI) for our Student with Disabilities (SWD) is 37% proficiency. Only 10% of 5th grade SWD scored proficient on the Science Assessment. By comparison, in 2018 on the Science assessment, 15% of SWD scored a 3 or above. And then in 2019, 26% of SWD scored a 3 or above on the English and Language Arts (ELA) state assessments. Both scores represent a 5% and 6% increase for each subgroup in this area.

In 2018-2019, our SWD earned a proficiency rate of 10% on the Science assessment, a considerable gap from other subgroups, a 51% proficiency rate. By comparison in 2018 on the Science assessment, 15% of SWD scored a 3 or above, a 5 percentage point decrease.

Measureable Outcome:

37% of RES's Students With Disabilities (SWD) will earn a level 3 or above in ELA, Math, and Science monitored by our progress on i-ready diagnostic assessments and common science assessments including science quarterlies.

Monitoring:

In order to monitor our progress towards our goal, we will monitor the progress of our Students with Disabilities by disaggregating i-ready diagnostics (fall, winter, and spring) for both Math and ELA and grade level summative assessments (common grade level assessments).

Person responsible for monitoring outcome:

Anna Lisowski (lisowskia@flaglerschools.com)

Evidence-based Strategy:

The following evidence-based strategies will be implemented for this area of focus:

1. Reinforce acceleration strategies embedded in our general education curriculum in grades K-6 through weekly communication with staff and staff meetings.
2. Implement student-centered individualized goal setting in ELA and Math after the first i-ready diagnostic.
3. Teach and practice writing Depths of Knowledge (DOK) or Bloom questions to be implemented across content areas in Math, ELA and Science.
4. Exceptional Student Education (ESE)/Interventionist will collaborate with teachers to ensure that visuals, manipulatives, and other accommodations are consistently implemented in the general education classroom.

Rationale for Evidence-based Strategy:

According to the BESE Portal to Professional Development of educators, our teachers must consistently implement acceleration strategies, ask higher order thinking questions to assess students' mastery of content, and consistently implement accommodations for our students with disabilities in order to meet our ELA achievement and learning gain goals,. At the same time, Evidence for ESSA lists i-ready as "promising" in having a positive impact on student achievement; therefore, students are encouraged to excel through the creation of student created goals where students review their data and determine what they want to focus on and how they will get there.

Action Steps to Implement

Step 1: We will review our Back to School Professional Learning topic, "The Implementation of Acceleration Strategies" in our weekly planning sessions of our general education curriculum in grades K-6 focused on previewing and scaffolding instruction, providing differentiated assignments, provide a double dose of material, provide remediation as needed, and reviewing concepts.

Person Responsible Lacey Hawk (hawkl@flaglerschools.com)

Goal setting: Students develop a goal for Math.
First, students review their Assessment Period 1 (AP1) scores on their Math and ELA i-ready.
Next, with the help of their teacher(s), students set a personal goal in both Math and ELA using the i-ready typical growth indicator.
Then students and teacher create action steps towards their goal and determine checkpoints to assess their progress towards goal (progress monitoring timelines derived from i-ready).
Finally, students meet with their teacher to review progress after progress monitoring is completed.
Students will revise goal as needed and earn incentives to encourage their achievement.

Person Responsible Jamie Pedro (pedroj@flaglerschools.com)

Step 3: Depths of Knowledge (DOK) or Bloom questions: Teachers will practice writing questions and asking students higher order thinking questions. Teachers will include questions in their lesson plans monitored by administration and academic coaches. Feedback will be provided to teachers during weekly classroom walkthroughs by academic coaches and administration, as well as specific feedback during evaluations.

Person Responsible Lacey Hawk (hawkl@flaglerschools.com)

Step 4: Exceptional Student Education (ESE): ESE/Interventionists will share visuals, manipulatives, and other accommodations that help students do their best in ELA. These are legally bound requirements in a student's 504 plan or Individual Education Plan (IEP). During weekly walkthroughs, administration will check its implementation in the general education classroom and provide immediate feedback to teachers.

Person Responsible Douglas Glasco (glascod@flaglerschools.com)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Our Discipline data increased from 2017 to 2019 for our African American (AA) Students. Our data decreased in 2020, but the data was incomplete due to transitioning to a remote setting. The total number of referrals earned by our AA students decreased from 32% of AA earning referrals to 26% in 2021. However, RES experienced an increase from 2017 - 2019, when AA students accounted for 36.5% of our referrals. We also saw the number of AA students earn more out of school suspensions (OSS) from 2017 - 2019, hence, 37% of AA students while the average AA population accounted for about 20% of our population. In 2021, this average decreased to 25% in 2021.

Measureable Outcome: The total number of days African American students serve out of school suspensions will remain comparable to their subgroup population of 21%. This subgroup data will be monitored quarterly during our Student Services Team meetings.

Monitoring: We will monitor his area of focus during our weekly Student Services' Team meeting where the team will disaggregate and monitor behavior data and/or office discipline referrals (ODR) data. Specific interventions for both student and teacher will be implemented if a teacher's referral data is disproportionate and/or a student's individual discipline record is disproportionate.

Person responsible for monitoring outcome: Douglas Glasco (glascod@flaglerschools.com)

Evidence-based Strategy: Teachers will implement Positive Behavioral Interventions and Supports (PBIS), CHAMPs, and morning meetings in their classrooms. Teachers will also work with our behavior interventionist and student services' team to create and implement behavior interventions for students when our tier 1 structures are not enough.

Rationale for Evidence-based Strategy: According to Restorative Practices and Positive Behavioral Interventions and Supports (PBIS), our evidence-based strategies positively and proactively correct undesirable behaviors while affirming desired behaviors. Building and sustaining positive relationships between teacher and students and students and students begins with classroom structures. CHAMPS, a classroom management system, is a structured and predictable system for teacher and students because students and teacher understand the expectations of every activity. Teachers also use our Positive Behavioral Interventions and Support (PBIS) to appropriately respond and correct behaviors, both positive and negative. And our morning meetings is a scheduled time for the teacher to explicitly teach or review a social emotional skill such as conflict resolution, managing emotions and being self-aware. All three evidence-based programs make up our tier 1 classroom management processes. Our student services and behavior interventionist work with teachers to create and implement behavior interventions on the tier 2 and tier 3 level.

Action Steps to Implement

Step 1: Our Student Services team will support the development and implementation of daily morning meetings, a classroom routine designed to build and sustain strong, positive relationships between teacher and students.

Person Responsible Douglas Glasco (glascod@flaglerschools.com)

Step 2: Our Positive Behavioral and Intervention Supports (PBIS) committee and Student Services' team will review data, reflect on our behavior systems for teachers and students, and revise and/or continue practices based on outcomes.

Person Responsible Douglas Glasco (glascod@flaglerschools.com)

Step 3: Our Cultural Connectivity Committee, designed to ensure equity across all programs, both behavior and academic, will share ideas and processes to ensure all student voices, ethnicities, and cultures are represented across our campus.

Person Responsible Travis Lee (leet@flaglerschools.com)

#5. Leadership specifically relating to Specific Teacher Feedback

In order to increase the percent of students scoring a 3 or above in grades 3rd - 6th and the number of students attaining a learning gain in grades 4 - 6, Rymfire's leadership team must establish a system of communicating specific teacher feedback connected to our goals and the determined action steps to reach them.

Area of Focus Description and Rationale:

In 2016 61% of students in grades 3 through 6 a level 3 or above in English Language Arts (ELA) compared to 59% in 2017, 57% in 2018, 61% in 2019 and finally 56% in 2021. In 2016 73% of students in grades 3 through 6 earned a level 3 or above in Math compared to 69% in 2017, 65% in 2018, 64% in 2019 and finally 57% in 2021. Similarly, Rymfire's learning gains have remained stagnant or slightly increased. For instance, in ELA 57% of our students earned a learning gain in grades 4 through 6 in 2021; however, the learning gains of our lowest quartile decreased 13% points from 2019 resulting in only 37% of students attaining a learning gain in ELA. Furthermore, 56% of our students in grades 4 through 6 attained a learning gain in Math in 2021 compared to the 62% that earned a learning gain in 2019. However, only 39% of 4th, 5th, and 6th grade students in our lowest quartile earned a learning gain in 2021 compared to the 47% that earned a learning gain in 2019. Besides this decline in the learning gains of our lowest quartile, only 47% of the lowest quartile attained a learning gain in 2017 and 2018 too.

Through our embedded action steps throughout our plan, our leadership team will focus on specific feedback connected to our action steps.

Measureable Outcome:

Rymfire's overall ELA proficiency percentage will increase from 56% to 66% in ELA and 57% to 67% in Math while also increasing our overall learning gains in our lowest quartile by increasing our overall scores from 37% to 47% in ELA and 39% to 49% in Math monitored with our iready diagnostic data administered three times a year.

Monitoring:

We will monitor this area of focus through the iready diagnostic administered three times a year (fall, winter, and spring) in both ELA and Math. Results from these tests will help us determine which students need interventions. Students that score below their grade level in the fall or "early" grade level in the winter will begin our Multi-Tiered System of Supports or MTSS. These diagnostics have been shown to have a high correlation with FSA outcomes.

Person responsible for monitoring outcome:

Jamie Pedro (pedroj@flaglerschools.com)

Evidence-based Strategy:

Administration and Academic Coaches will provide specific feedback to the teachers' implementation of evidence based strategies listed in this School Improvement Plan during our weekly classroom visits, informal observations, and formal evaluations.

Rationale for Evidence-based Strategy:

According to John Hattie's research on effect sizes, feedback when specific and timely, has an effect size of +.70 on the academic achievement.

Action Steps to Implement

Step 1: Reinforce the Back to School PL on Acceleration Strategies, creating content-based discussions, visual representations in Math, and reading strategies including comprehension and foundational strategies. through our weekly PLC's, Week at a Glance weekly staff email, and other staff meetings.

Person Responsible RES Coaches (rescoaches@flaglerschools.com)

Step 2: Challenge staff for "Look Fors" in our weekly staff email: Week at a Glance based on evidence-based strategies in Step 1.

Person Responsible Travis Lee (leet@flaglerschools.com)

Step 3: Literacy and Math/Science Coaches will walkthrough classrooms and share Glows/Grows or feedback specific to the weekly instructional challenge.

Person Responsible Tim Ruddy (ruddyt@flaglerschools.com)

Step 4: Administration will also walkthrough classrooms looking for evidence of the weekly challenge. Feedback will also be shared with teachers.

Person Responsible Travis Lee (leet@flaglerschools.com)

#6. ESSA Subgroup specifically relating to Black/African-American

Area of Focus
Description and Rationale: In 2021, our African American (AA) students earned an overall proficiency rate of 37% falling below the Federal Point Percentage Index (FPPI) of 42%. Our AA students' proficiency rate has decreased 8 percentage points from 2016 to 2019 yielding a 42% proficiency rate.
 Furthermore, our AA Students earned a proficiency rate of 16% compared to a proficiency rate of 51% proficiency rate of other subgroups combined. In 2018 on the Science assessment, 33% of AA students scored a 3 or above. In 2019, 40% of our AA students earned a 3 or above on the English and Language Arts (ELA) state assessments and 43% in Math. Overall, the rate of achievement and growth of our African American students is below the proficiency rate of other subgroups.

Measurable Outcome: 47% of RES's African American (AA) students will earn a level 3 or above in ELA, Math, and Science monitored by our progress on i-ready diagnostic assessments and our common science assessments including science quarterlies.

Monitoring: In order to monitor our progress towards our goal, we will monitor the progress of our African American students by disaggregating i-ready diagnostics (fall, winter, and spring) and grade level summative assessments to determine the need for interventions. For instance, scores below "early grade level in the fall and below "mid" grade level in the winter will require an intervention, either through our Multi-tiered System of Supports (MTSS) or in the general education curriculum.

Person responsible for monitoring outcome: Jamie Pedro (pedroj@flaglerschools.com)

Evidence-based Strategy: The following evidence-based strategies will be implemented for this area of focus:
 1. Reinforce acceleration Strategies embedded in our tier 1 curriculum in grades K-6 through weekly communication with staff and staff meetings.
 2. Assisting students to create an individualized goal based on their first assessment in i-ready to foster self-efficacy skills in ELA and Math.
 3. Reteach and practice writing Depths of Knowledge (DOK) or Bloom questions to be implemented across content areas in Math, ELA and Science.

Rationale for Evidence-based Strategy: According to research from the Florida Center Reading Research and John Hattie's research on effect sizes, our teachers must consistently implement acceleration strategies, ask higher order thinking questions to assess students' mastery of content, and consistently implement accommodations for our students with disabilities in order to meet our ELA achievement and learning gain goals,. At the same time, students are encouraged to excel through the creation of student created goals where students review their data and determine what they want to focus on and how they will get there supported by Evidence for ESSA which shows i-ready as promising in the movement of student achievement.

Action Steps to Implement

Step 1: We will review our Back to School Professional Learning topic, "The Implementation of Acceleration Strategies" in our weekly planning sessions of our general education curriculum in grades K-6 focused on previewing and scaffolding instruction, providing differentiated assignments, provide a double dose of material, provide remediation as needed, and reviewing concepts.

Person Responsible Tim Ruddy (ruddyt@flaglerschools.com)

Goal setting: Students develop a goal for Math and ELA:

First, students review their Assessment Period 1 (AP1) scores on their Math and ELA i-ready.

Next, with the help of their teacher, students set a personal goal in both Math and ELA using the i-ready typical growth indicator.

Then students and teacher create action steps towards their goal and determine checkpoints to assess their progress towards goal (progress monitoring timelines derived from i-ready).

Finally, students meet with their teacher to review progress after progress monitoring is completed.

Students will revise goal as needed and earn incentives to encourage their achievement.

Person Responsible Tim Ruddy (ruddyt@flaglerschools.com)

Step 3: Depths of Knowledge (DOK) or Bloom questions: Teachers will practice writing questions and asking students higher order thinking questions. Teachers will include questions in their lesson plans monitored by administration and academic coaches. Feedback will be provided to teachers during weekly classroom walkthroughs by academic coaches and administration, as well as specific feedback during evaluations.

Person Responsible Jamie Pedro (pedroj@flaglerschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

RES Subgroup Percentages in 2021:

AA: 20%

Hispanic: 22%

Multi-racial: 9%

White: 9%

ESE: 21%

Percentage of Students with a Referral in 20-21:

AA: 27%

Hispanic: 0.01%

Multi-racial: 13%

White: 57%

215 students received Exceptional Student Education (ESE) services in 2021. In 2021, 192 students earned 574 total referrals. 45 Students with Disabilities (SWD) received a referrals in 2021 or 45 SWD received a total of 153 referrals. Therefore, 23% of the total number of students receiving a referral in 2021 received ESE services and 27% of referrals were earned by a SWD. In order to maintain equitable services across Rymfire's campus, we must continually review the academic and behavior data of our SWD. RES is committed to reflecting and revising our processes to meet our students academic and behavior needs while also holding students accountable for their actions.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

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

Describe how the school addresses building a positive school culture and environment.

Rymfire Elementary School promotes student success in school by creating partnerships with businesses, agencies, community members and parents. To develop and sustain these partnerships, good communication is essential. There needs to be a shared vision between stakeholders. All actions are developed around creating experiences that promote student success. We develop partnerships with our stakeholders in 5 categories.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- 1) Parent Education opportunities including ELA Standards Night, Math Standards Night, Technology Night, Night at the Museum, Quarterly Coffee with the Principal Meetings, Parenting with Love and Logic Seminars, and ESOL Classes for Adults. Due to COVID-19, some of these events will be held in the virtual setting.
- 2) Shared Decision-Making and Two-Way Communication through Newsletters, Planners, Phone Blasts, Classroom Dojo and similar parent communication platforms, Surveys, SAC, and PTO as well as School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP) review meetings.
- 3) Volunteering Opportunities including Parent/Community Volunteers, African-American Mentor Program, Reading PALS, Reading Mentors Program through Flagler Volunteer Services, Fall Festival, Veterans in the classroom, and the Annual Roadrunner 5K.
- 4) Use of Community Resources through partnerships with Lowe's and Publix, Palm Coast Carrabba's, Big Frog, Hot Yoga Lounge, Marineland, Kona Ice, use of Behavioral/Mental Health Services, and the Flagler County Education Foundation. We also have developed partnerships with local agencies to support our Classroom to Careers Program (Medical Sciences, Health and Fitness). These agencies include the Flagler County Health Department, Advent Health Palm Coast, Diabetes Alliance, Nursing Programs from Bethune-Cookman University and Daytona State College. We also partner with the Flagler County Health Department to bring the Dental Sealant Program to our students in grades 1-6.
- 5) Student Community Services including K-Kids (3-6), Student Council (3-6), Principal's Advisory Committee (4-6) and Community Problem Solvers (5-6), AAMP Mentoring Program (4-6), RES Ambassadors, and PBIS Peer Mentoring (6th).

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$18,263.12
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$2,034.75
<i>Notes: Dyslexia Book study Stipends + books</i>						
	5100	510-Supplies	0051 - Rymfire Elementary School	Title, I Part A		\$4,270.80
<i>Notes: CARS/STARS consumables with S&H guides (25 sets of 10 books @ \$9.95 & 25 Cars books @ 5.95)</i>						
	5100	369-Technology-Related Rentals	0051 - Rymfire Elementary School	Title, I Part A		\$4,260.00
<i>Notes: ESGI 20 12 month licenses @ \$213.00 each</i>						
	5100	590-Other Materials and Supplies	0051 - Rymfire Elementary School	Title, I Part A		\$765.22
<i>Notes: Rewards consumable with S&H teachers guides</i>						
	5100	590-Other Materials and Supplies	0051 - Rymfire Elementary School	Title, I Part A		\$523.11
<i>Notes: Word Wisdom Teacher Editions</i>						
	6150	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$723.43
<i>Notes: ELA Night (stipends, retirement, FICA, FICA Med, & Supplies)</i>						
	6150	510-Supplies	0051 - Rymfire Elementary School	Title, I Part A		\$926.96
<i>Notes: Literacy Week Supplies</i>						
	6150	510-Supplies	0051 - Rymfire Elementary School	Title, I Part A		\$100.00
<i>Notes: Vocabulary Parent Night Supplies</i>						
	6150	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$176.40
<i>Notes: Vocabulary Parent Night Stipends, Retirement, FICA, FICA Med</i>						
	5900	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part C		\$3,529.50
<i>Notes: FPS stipend for 6 teachers (+retirement, FICA, FICA med)</i>						
	6150	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part D		\$205.89
<i>Notes: Music and Movement Stipends for 2 teachers (+retirement, FICA, FICA Med,)</i>						
	6150	510-Supplies	0051 - Rymfire Elementary School	Title, I Part D		\$200.00
<i>Notes: Music and Movement Supplies</i>						
	6150	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part D		\$147.06

			<i>Notes: Art Night Stipends for 5 teachers (retirement, FICA, FICA med)</i>			
	6150	510-Supplies	0051 - Rymfire Elementary School	Title, I Part D		\$400.00
			<i>Notes: Art Night Supplies</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$301,315.74
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0051 - Rymfire Elementary School	Title, I Part A		\$995.00
			<i>Notes: Generation Genius schoolwide subscription</i>			
	5100	510-Supplies	0051 - Rymfire Elementary School	Title, I Part A		\$5.00
			<i>Notes: STAMS/SOLVES including S&H</i>			
	6150	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$441.44
			<i>Notes: Math Night Stipends, Retirement, FICA, and FICA Med</i>			
	6150	510-Supplies	0051 - Rymfire Elementary School	Title, I Part A		\$200.00
			<i>Notes: Math Night Supplies</i>			
	6150	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$529.43
			<i>Notes: Math Week Stipends, Retirement, FICA, and FICA Med</i>			
	6150	510-Supplies	0051 - Rymfire Elementary School	Title, I Part A		\$500.00
			<i>Notes: Math Week Supplies</i>			
	5100	130-Other Certified Instructional Personnel	0051 - Rymfire Elementary School	Title, I Part A	1.0	\$84,206.63
			<i>Notes: Salary for 1 Academic Coach (1 FTE) (+retirement, FICA med, FICA, group ins. LTD and workers comp)</i>			
	5100	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A	3.0	\$214,438.24
			<i>Notes: Intervention Teacher Salaries (3 FTE) (retirement, FICA, FICA Med, Group ins., LTD, and workers comp)</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$15,860.20
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$6,000.15
			<i>Notes: Summer Data Analysis stipends, retirement, FICA, and FICA Med for 17 teachers for 3 days of professional learning</i>			
	6400	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$4,000.10
			<i>Notes: High Support Summer Training for 17 teachers for 2 days (stipends, retirement, social security, and medicare)</i>			
	7730	150-Aides	0051 - Rymfire Elementary School	Title, I Part A		\$3,619.89

			<i>Notes: Paraprofessionals Pre Planning Stipends for 2 days before their 21-22 Start Date for 17 paras (stipends, retirement, FICA and FICA Med)</i>			
	7730	150-Aides	0051 - Rymfire Elementary School	Title, I Part A		\$2,240.06
			<i>Notes: Monthly Paraprofessional Learning Stipends & Benefits</i>			
4	III.A.	Areas of Focus: Culture & Environment: Discipline				\$91,207.06
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$4,764.83
			<i>Notes: Targeted Family Support Stipends, Retirement, FICA, and FICA Med for 9 teachers</i>			
	6150	510-Supplies	0051 - Rymfire Elementary School	Title, I Part A		\$776.41
			<i>Notes: Targeted Family Support Supplies</i>			
	6150	510-Supplies	0051 - Rymfire Elementary School	Title, I Part A		\$587.04
			<i>Notes: Attendance Postcard Supplies</i>			
	5100	130-Other Certified Instructional Personnel	0051 - Rymfire Elementary School	Title, I Part A		\$84,042.78
			<i>Notes: Salary for Behavior Interventionist (+retirement, FICA, FICA Med, group ins. LTD and Workers Comp)</i>			
	6150	369-Technology-Related Rentals	0051 - Rymfire Elementary School	Title, I Part D		\$1,036.00
			<i>Notes: RFE Resources for Educators Bundle (Parent Newsletters)</i>			
5	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback				\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$99,615.46
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	750-Other Personal Services	0051 - Rymfire Elementary School	Title, I Part A		\$8,116.00
			<i>Notes: Subs for Structured Professional Learning Communities for 2 Half Day Salaries for Substitutes for 80 teachers (+Subs FICA Med)</i>			
	6400	750-Other Personal Services	0051 - Rymfire Elementary School	Title, I Part A		\$8,116.00
			<i>Notes: Subs- Data Chats 3 half day salaries for substitutes for 80 teachers 2 half days. (+Subs FICA Med)</i>			
	5900	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$14,265.06
			<i>Notes: K-2 Tutoring Stipends, Retirement, Social Security, & Medicare</i>			
	5900	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$1,882.40
			<i>Notes: Course Recovery Stipends, Retirement, FICA, FICA Med</i>			
	6150	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$441.19
			<i>Notes: Connecting Games Stipends, Retirement, FICA and FICA Med</i>			

	6150	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$529.43
			<i>Notes: Hands on Science Stipends, Retirement, FICA, and FICA Med</i>			
	5100	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A	1.0	\$64,983.00
			<i>Notes: Science Teacher Salary (1 FTE) (Retirement, FICA, FICA Med, Group Ins, LTD, Workers Comp)</i>			
	5900	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part A		\$352.95
			<i>Notes: Science Bootcamp Stipend, Retirement, FICA, and FICA Med for 8 teachers</i>			
	5900	120-Classroom Teachers	0051 - Rymfire Elementary School	Title, I Part C		\$529.43
			<i>Notes: Aquabots stipend 1 teacher (retirement, FICA, FICA Med)</i>			
	6150	510-Supplies	0051 - Rymfire Elementary School	Title, I Part D		\$400.00
			<i>Notes: Hands on Science Supplies</i>			
					Total:	\$530,873.46