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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Flagler Schools 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

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As a courageous, innovative leader in education, Flagler Schools will be the nation's premier learning organization where all students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Travis Lee

#### Position Title

Principal

#### Job Duties and Responsibilities

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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.

### Leadership Team Member #2

#### Employee's Name

Abra Seay

#### Position Title

Assistant Principal

**Job Duties and Responsibilities**

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Ms. Seay 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.

**Leadership Team Member #3****Employee's Name**

Jamie Scala

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Ms. Scala 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.

**Leadership Team Member #4****Employee's Name**

Caryn Taylor

**Position Title**

Literacy Coach

**Job Duties and Responsibilities**

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Ms. Taylor provides instructional support in Literacy. She works with teachers providing professional learning in instructional strategies to improve student outcomes. She also serves as our Literacy Leadership Team leader ensuring our teachers investigate our literacy data to make informed decisions on increasing achievement and learning gains.

**Leadership Team Member #5****Employee's Name**

Deawndra Huffman

**Position Title**

Math / Science Coach

**Job Duties and Responsibilities**

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Ms. Huffman provides instructional support in Math and Science. She works with teachers providing professional learning in instructional strategies to improve student outcomes. She also serves as Math committee leader ensuring our teachers investigate data to make informed decisions to drive student achievement and progress in mathematics.

**Leadership Team Member #6****Employee's Name**

Amanda Manley

**Position Title**

MTSS Coordinator

**Job Duties and Responsibilities**

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Ms. Manley serves as Rymfire's MTSS coordinator. She reviews summative and formative data for teachers and staff to consider academic and behavior interventions for our students. She collaborates with peers to determine the level of support a student needs and continually reviews data to ensure our students' success, both academically and behaviorally. She also provides professional learning to our staff in MTSS to accelerate our students' rate of growth.

**Leadership Team Member #7****Employee's Name**

Jawanda Dove

**Position Title**

Dean

**Job Duties and Responsibilities**

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Ms. Dove provides behavioral support for teachers and students. Her role is crucial to our academic growth because she supports students' behavior on campus. She follows our district discipline matrix to provide consequences for behaviors and collaborates with teachers and families to support students' behavior in and out of the classroom shaping them into resilient students.

**Leadership Team Member #8****Employee's Name**

Hayley Gurley

**Position Title**

Behavior Interventionist

### **Job Duties and Responsibilities**

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Ms. Gurley serves as a Behavior Interventionist. She focuses on reintroducing students back to class with interventions and support. She also leads our Positive Behavior Intervention and Support (PBIS) committee ensuring our teachers review our discipline data to make informed decisions on how we can decrease negative behaviors, increase healthy reactions, and keep our students actively engaged in classroom instruction. Ms. Gurley also collaborates with teachers to create behavior interventions for students through our MTSS process to increase positive behaviors while decreasing target behaviors.

### **Leadership Team Member #9**

#### **Employee's Name**

Jessica Gonzalez

#### **Position Title**

ESOL Resource Teacher

### **Job Duties and Responsibilities**

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Ms. Gonzalez collaborates with teachers of ELL students to ensure appropriate interventions and accommodations are implemented to increase our ELL's academic performance while supporting their English language development.



## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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Our school leadership team reviewed our school's 23-24 FAST and STAR data, PM3 (22-23) to PM3 (23-24), with our District Coordinator of Assessment & Accountability. We compared our overall Math and ELA achievement to our district, comparable schools within our district, and the state. We also compared our results to our 23-24 SIP goals and reflected on our outcome. Through this investigation, we highlighted areas of success and identified opportunities for growth.

During a summer training with our lead teachers, one teacher representative from each grade level, K-5th, including an Exceptional Student Education (ESE) teacher, collaborated with our school-based leadership team to gain their input. Mr. Lee, our Principal, not only reviewed the data, but provided teachers with specific data sets to gain their insights and to add to our data reflection. With the support of this team, 24-25 SIP goals and an action plan were drafted, focused on our greatest areas of need.

Our leadership team will present this data, our discoveries, and SIP goals and action plan during our pre planning professional learning. During our August 22nd School Advisory Council (SAC), we will also review our 23-24 data and add their feedback and suggestions to our 24-25 SIP.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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Our leadership team, including teachers and our SAC, will regularly monitor for effective implementation and impact on increasing the achievement of students in meeting the state's academic standards, particularly for those students with the greatest achievement gap. Our administration team completes scheduled classroom visits using our district look for tool observing teacher's implementation of standards-aligned instruction. Administration reviews results to determine levels of coaching support, when needed. Our academic coaches, Literacy and Math &

Science Coach will consistently compare teacher achievement scores in English Language Arts (ELA), Math, and Science. Through Performance Matters, our district data platform, and our grading platform, Skyward, our coaches compare our teachers to other elementary schools within our district. Our coaches disaggregate data by standard and across subgroups including African American (AA) and Students with Disabilities (SWD). Other data such as discipline, phonics' screeners such as Core Phonics and fluency scores are also reviewed. Our purpose is to discover which group of students and/or which teacher is making the greatest achievement and/or growth and target teachers with below expected progress and/or achievement. Our coaches will capitalize on these discoveries by offering opportunities for learning walks in our highly effective teachers' classrooms, provide structured coaching sessions with an academic coach or coaches, and model evidence-based instructional strategies in classes. Our leadership team assesses our progress towards our SIP goals and determines the effectiveness of our action plan. Based on outcomes, our leadership team may choose to revise our SIP plan as necessary to ensure continuous improvement.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>55.4%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>92.8%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: C 2020-21: 2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	59	43	65	38	49	54				308
One or more suspensions	1	28	6	7	4	16				62
Course failure in English Language Arts (ELA)	12	10	12	21	14	14				83
Course failure in Math	10	7	10	10	6	22				65
Level 1 on statewide ELA assessment	23	28	51	33	37	31				203
Level 1 on statewide Math assessment	27	20	40	23	33	32				175
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	36	25	52	55						168
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	16	12	26	19	16					89

#### Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	1	3	4	0	0				13
Students retained two or more times	0	0	0	0	0	0				0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	8	7	6	9	3				34
One or more suspensions		6	5	5	6	9				31
Course failure in ELA				9	9	13				31
Course failure in Math				8	4	6				18
Level 1 on statewide ELA assessment				12	22	46				80
Level 1 on statewide Math assessment				9	24	44				77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				12						80

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	3	5	5	25				40

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	6	11	3	2					27
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	54	59	57	50	56	53	55	61	56
ELA Grade 3 Achievement **	57	63	58	48	59	53			
ELA Learning Gains	63	60	60				49		
ELA Learning Gains Lowest 25%	60	60	57				44		
Math Achievement *	62	62	62	60	61	59	55	49	50
Math Learning Gains	62	62	62				58		
Math Learning Gains Lowest 25%	55	54	52				47		
Science Achievement *	50	57	57	60	60	54	42	63	59
Social Studies Achievement *								66	64
Graduation Rate								53	50
Middle School Acceleration								56	52
College and Career Readiness									80
ELP Progress	74	73	61	45	69	59	65		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.



## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	537
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	57%	52%	50%		56%	55%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

### C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	5	
English Language Learners	57%	No		
Asian Students	74%	No		
Black/African American Students	46%	No		
Hispanic Students	50%	No		
Multiracial Students	64%	No		
White Students	67%	No		
Economically Disadvantaged Students	53%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	20%	Yes	4	2
English Language Learners	45%	No		
Asian Students	66%	No		
Black/African American Students	35%	Yes	2	
Hispanic Students	57%	No		
Multiracial Students	58%	No		
White Students	61%	No		
Economically Disadvantaged Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	29%	Yes	3	1
English Language Learners	52%	No		
Native American Students				
Asian Students	68%	No		
Black/African American Students	35%	Yes	1	
Hispanic Students	48%	No		
Multiracial Students	56%	No		
Pacific Islander Students				
White Students	56%	No		
Economically Disadvantaged Students	47%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%	57%	63%	60%	62%	62%	55%	50%					74%
Students With Disabilities	19%	21%	44%	51%	29%	49%	48%	26%					
English Language Learners	35%	41%	66%	79%	55%	69%	55%	35%					74%
Asian Students	67%				80%								
Black/African American Students	41%	43%	52%	56%	47%	48%	47%	32%					
Hispanic Students	46%	48%	59%	56%	55%	49%	45%	40%					54%
Multiracial Students	60%	50%	70%		71%	67%		67%					
White Students	61%	67%	67%	62%	69%	70%	62%	56%					92%
Economically Disadvantaged Students	47%	51%	56%	55%	53%	57%	51%	39%					70%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	50%	48%			60%			60%					45%
Students With Disabilities	19%	17%			27%			16%					
English Language Learners	35%	33%			58%			31%					67%
Asian Students	46%				85%								
Black/African American Students	38%	35%			36%			32%					
Hispanic Students	53%	55%			63%			57%					57%
Multiracial Students	54%	50%			67%			60%					
White Students	54%	52%			65%			71%					
Economically Disadvantaged Students	44%	40%			53%			52%					63%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	55%		49%	44%	55%	58%	47%	42%					65%
Students With Disabilities	21%		29%	33%	24%	34%	37%	28%					
English Language Learners	47%		44%	53%	56%	60%	47%	44%					65%
Native American Students													
Asian Students	64%				71%								
Black/African American Students	37%		38%	32%	40%	46%	21%	33%					
Hispanic Students	46%		44%	44%	48%	60%	52%	35%					58%
Multiracial Students	60%		51%		63%	64%		42%					
Pacific Islander Students													
White Students	63%		55%	50%	61%	59%	58%	49%					
Economically Disadvantaged Students	45%		45%	44%	48%	53%	42%	36%					64%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	54%	61%	-7%	55%	-1%
Ela	4	51%	56%	-5%	53%	-2%
Ela	5	50%	54%	-4%	55%	-5%
Math	3	61%	60%	1%	60%	1%
Math	4	66%	64%	2%	58%	8%
Math	5	51%	55%	-4%	56%	-5%
Science	5	49%	53%	-4%	53%	-4%



### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

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Rymfire Elementary's outcome data yielded numerous improvement outcomes including the following: We increased our overall English Language Arts (ELA) achievement by 4% with an overall achievement of 54%. Our ELA learning gains increased by 11% with an overall learning gain of 60%. Our estimated federal index for our Students with Disabilities (SWD) increased 16% with a total estimate of 36% achievement, and our Black/African American (B/AA) students' achievement increased 8% points with a total achievement score of 43%. We believe our success is attributed to our streamlined priorities of standards-aligned explicit instruction and our commitment to weekly Professional Learning Communities where instructional staff, including teachers, support facilitators and academic coaches planned standards-aligned instruction.

##### Lowest Performance

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

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Our lowest performance is 5th Grade Science. We decreased 10% points compared to our 22-23 scores of 60% yielding us a total achievement of 50%. We believe this decrease directly correlates to our beginning of year 5th grade Math/Science vacancy. About 45 fifth grade students' math and science instruction was impacted due to the substitute. The teacher hired in October had not formally taught in multiple years and never in elementary school.

##### Greatest Decline

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

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Our lowest performance is also our greatest decline, 5th Grade Science. We decreased 10% points compared to our 22-23 scores of 60% yielding us a total achievement of 50%. We believe this decrease directly correlates to our beginning of year 5th grade Math/Science vacancy. About 45 5th grade students' math and science instruction was impacted due to the substitute. The teacher hired in October had not formally taught in multiple years and never in elementary school. We believe these variables directly impacted our student performance.

##### Greatest Gap

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

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Our greatest gaps when compared to the state average is in 5th Grade ELA and Math. 50% of our 5th grade student's scored achievement in ELA compared to the state's overall achievement of 55%. 51% of our 5th grade students scored achievement in Math while the state's average was 56%. Both outcomes yields a 5% discrepancy between Rymfire and our state. We believe staff experience, a beginning of the year vacancy, and a possible reluctance in reflecting and revising instructional practices may have impacted our results.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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Reflecting on our EWS data from part I, our area of concern is our high number of in school suspensions.

### **Highest Priorities**

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

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Rymfire's Highest priorities for our 24-25 school year include:

1. Extending our Standards-aligned instruction to include school-wide implementation of Focus Boards.
2. A weekly commitment to Professional Learning Communities focused on standards-aligned instruction by answering the following questions:
  1. What do we want students to learn (to know and be able to do)?
  2. How will we know when each student has learned it?
  3. How will we respond when some students do not learn it?
  4. How will we respond when students have already learned it?

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Professional Learning Communities

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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#### A description of your Area of Focus:

If Rymfire continues to grow and improve in our Professional Learning Community (PLC) practice, our implementation of evidence-based instructional practices will improve. According to our PLC professional learning session hosted by SolutionTree's Shawn Creswell and the book, *Learning by Doing: A Handbook for Professional Learning Communities at Work (2016)*, teachers who collectively focus on student outcomes to drive their instructional decisions with a strong desire to monitor student progress yield greater outcomes and drive positive student achievement. In order to successfully implement this ongoing and continuous process, our instructional leaders are focused on answering the Four Critical Questions:

1. What do we want students to know and be able to do?
2. How will we know when each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we respond when students have already learned it?

Answers to these four questions help teachers lesson plan and differentiate their instruction. Through this targeted focus, our teachers plan upcoming units by reviewing prior year's end of unit summative results by teacher. Teachers with positive data trends share their best practices and instructional routines, so their peers can revise and improve on their practices when needed. This necessary work is successful when our instructional leaders feel safe, are eager to learn, and have a strong commitment to student achievement.

#### How it affects student learning:

When successfully implemented, ALL students yield greater achievement because teachers explicitly state the standards of focus and how students will demonstrate mastery of standards by sharing evidence-based instructional practices. Instructional leaders also plan for scaffolded support as some students may need to successfully learn standards while also planning differentiated instruction to meet the diverse needs of students, and how teachers will challenge students that have already demonstrated mastery so they can continue to grow academically.

**Our rationale explaining how it was identified as a crucial need from the prior year data reviewed:**

While Rymfire made overall gains on the FAST ELA and Math, we must grow our collective instructional practices to increase the number of students who master achievement and increase the number of students who attain learning gains. Our 5th grade Science scores significantly decreased, so intentionally using our PLC to reflect on our data, determine priority standards and share best practices will increase the number of students scoring a 3 or above on the Science state assessment.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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If teachers consistently and systematically collaborate focused on PLC's best practices, Kinder - 5th grade will increase the percentage of students scoring proficient or a level 3 or higher by 5% on FAST ELA, Math & Science, hence, 24-25 FAST achievement scores will yield the following outcomes: From 54% in 23-24 to 59% in ELA, from 61% in 23-24 to 66% in Math and 50% in 23-24 to 55% in Science.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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**Our progress monitoring plan to monitor our progress towards increasing student achievement through our PLC process:**

1. Administration participates in our weekly grade level Collaborative Team Meetings.
2. Our academic coaches monitor student outcomes.
3. Academic coaches and administration reviews and provides feedback to finished plans based on the answers to the Four Critical Questions above.
4. During our weekly coaches' meeting, admin and academic coaches review our findings and plan for the PLC needs of grade levels and our school.

Ongoing monitoring will impact student achievement through transparency. With kindness and respect, administration and coaches will share feedback with staff during grade level teams and individual meetings. We will accomplish this through faculty and lead teacher meetings, collaborative team meetings and individual data review meetings with teachers. Formal Individual data review meetings are scheduled at least three times a year: beginning of year to finalize teacher evaluations and after FAST PM1 and PM2. Teacher and administration collaborate on their instructional focuses

moving forward using our PLC Four Critical Questions referenced above.

### **Person responsible for monitoring outcome**

Deawndra Huffman, Math & Science Coach

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

The following strategies will be used to increase student performance in ELA, Math, and Science: 1. Continue our weekly collaborative team meetings across campus focused on answering the Four Critical Questions: A. What do we want students to learn (to know and be able to do)? B. How will we know when each student has learned it? C. How will we respond when some students do not learn it? D. How will we respond when students have already learned it? 2. Acceleration Strategies embedded in our tier 1 curriculum in grades K-5 such as previewing and scaffolding instruction, providing differentiated assignments, providing a double dose of material, providing remediation as needed, and reviewing concepts.\* 3. Teach and implement higher order thinking strategies 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.\*\* 5. Implement grade level tier 1 English Language Arts (ELA) differentiation for 30 mins a day 5 days a week in grades K-5th. \*Because we are refocused on implementing a strong professional learning community this school year, time will be dedicated to consistently sharing these strategies. \*\*Our new inclusive scheduling has small group time at varying times in each grade level. Professional Learning Communities (PLC)'s increase teacher's collective efficacy, a tier 1 evidence-based practice. Collective Teacher Efficacy has a mean effect size of 1.57. Hattie's work (2009) provides a definition of effect sizes from 0.4 to 0.7 as moderate and effect sizes of 0.7 and up as in the zone of desired effects.

### **Rationale:**

According to the Florida Center for Reading Research (FCRR) 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. Flagler Schools has partnered with SolutionTree to provide high quality and deliberate learning opportunities for teachers through professional learning communities (PLCs). These PLCs are founded on a "focus on student learning", "building a collaborative culture", and a "focus on results." These are achieved with a shared mission and vision as well as shared values and goals, working on collaborative teams and a commitment to collective inquiry and continuous improvement while maintaining an action and results-oriented mindset. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Moreover, PLCs that make data a part of an on-going cycle of instructional improvement, establish a clear vision for schoolwide data use, and provide support that foster a data-driven culture have been shown to promote positive change in student outcomes measures. Sources: <https://ies.ed.gov/ncee/wwc/PracticeGuide/12> <https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf> <https://www.cde.state.co.us/uip/strategyguide-plcv2>

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Weekly Collaborative Team Meetings

**Person Monitoring:**

Deawndra Huffman, Math & Science Coach

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Our teachers commit to weekly collaborative team meetings focused on answering the Four Questions. Rymfire will monitor its impact in our weekly coaches' meeting. Since at least one academic and /or administrator participates in every PLC, we will discuss our grade levels commitment to the process and their focus on answering the Four Questions. We will also share best practices, successes, and obstacles to continue our problem solving practices.

**Action Step #2**

Priority Standards & Benchmarks

**Person Monitoring:**

Deawndra Huffman, Math & Science Coach

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During grade level collaborative team meetings, grade levels will answer the first of the four questions, "What do we want students to learn?" by determining priority standards for an upcoming unit of study, either ELA, Math, or Science. Teachers will accomplish this by completing the R.E.A.L. spreadsheet shared by our district. Rymfire will monitor the impact of this action step by reviewing summative assessment results comparing our results to other elementary schools within our district.

**Action Step #3**

Common Formative Assessments

**Person Monitoring:**

Deawndra Huffman, Math & Science Coach

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During grade level collaborative team meetings, grade levels will determine at least one common formative assessment designed to give immediate feedback on their students' learning as well as their instructional practices. Grade levels will share their agreed upon testing date with the academic coach. Jamie Scala, Assistant Principal, will review formative assessment results and consult with the grade level / teachers on how they used those results to revise their instruction.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

## **Instructional Practice specifically relating to Benchmark-aligned instruction**

### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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#### **Description of your Area of Focus:**

Rymfire Elementary School's area of focus is our instructional practices specifically relating to Benchmark-aligned instruction. Last year, we collaborated with the Bureau of School Improvement (BSI) to observe and reflect on our instructional practices. BSI joined district and school leadership team members in observing our instructional practices in 3rd - 5th classes in either ELA, Math or Science. After these visits, the team determined that our teachers need to ensure their instruction aligns to grade level Florida benchmarks. Our observations also coincide with our 23-24 summative data as our FAST results remain below our overall district 23-24 FAST achievement results in ELA for grades 3rd - 5th and 5th grade.

Rymfire will implement a school-wide benchmark-aligned practice to increase teacher clarity through Focus Boards. Focus Boards are a visual where learning targets are clarified by identifying the focused benchmark(s), explicitly stating the learning target or goal, building an essential question and determining what the student will be expected to produce to check for understanding.

#### **Its Effects on Student Learning:**

If teachers ensure their instruction is aligned to their grade level's benchmarks by building Focus Boards, then our overall student achievement results will increase.

#### **Our Rationale Explaining How it was Identified as a Crucial Need from the Prior Year Data Reviewed:**

Based on observations of BSI, district, and school based leadership teams as well as current FAST outcome data, our teachers must commit to aligning their instruction and instructional resources to their grade level benchmarks or standards through Focus Boards so, our students' overall achievement in Math, ELA, and Science will increase.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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If teachers align their instruction and instructional resources to their grade level benchmark(s) or standard(s), Kinder - 5th grade will increase the percentage of students scoring proficient or a level 3 or higher by 5% on FAST ELA, Math & Science, hence, 24-25 FAST achievement scores will yield the following outcomes: From 54% in 23-24 to 59% in ELA, from 61% in 23-24 to 66% in Math and

from 50% in 23-24 to 55% in Science.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

#### **Our progress monitoring plan to monitor our progress towards increasing student achievement through our focus on benchmark aligned instructional practice:**

Our instructional staff plans benchmark-aligned instruction during our weekly grade level collaborative team meetings. Because administration participates in grade level collaborative team meetings, all grade levels will focus on developing standards-aligned instruction. Administration and academic coaches will ensure grade levels begin with the standards and are available to provide aligned resources. Furthermore, grade levels complete a common lesson plan. This allows administration and coaches the ability to efficiently and effectively review plans and provide specific feedback when needed.

Ongoing monitoring will impact student achievement because we are guaranteeing that our teachers plan and provide benchmark-aligned instruction; therefore, our students achievement results will increase in ELA, Math, and Science.

#### **Person responsible for monitoring outcome**

Caryn Taylor, Literacy Coach

#### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

The Evidence-Based Intervention: Direct Instruction

#### **Rationale:**

Our rationale for selecting this specific strategy is because John Hattie's visible learning research yields direct direction instruction as having an effect size of .60.

#### **Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Description of Intervention #2:**

The Evidence-Based Intervention: Teacher Clarity or communicating the learning intention and success criteria so students can identify where they are going in their learning, how they are progressing, and where they will go next, thus providing students enough clarity to own their learning



(Hattie, 2009)

**Rationale:**

Our rationale for selecting this specific strategy is because John Hattie's visible learning research yields direct teacher clarity as having an effect size of .75.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Focus Board Training

**Person Monitoring:**

Caryn Taylor, Literacy Coach

**By When/Frequency:**

by August 7, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

BSI will facilitate a Focus Boards training during pre-planning. Rymfire will monitor the impact of this action step through weekly PLC meetings where Focus Boards are part of the planning process or answers the first out of the four questions in the PLC process. Administration will provide immediate feedback during PLCs when needed.

**Action Step #2**

Focus Board Implementation

**Person Monitoring:**

Caryn Taylor, Literacy Coach

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Rymfire will require focus boards for grades kinder - 5th for ELA, Math, and Science. They will be monitored and feedback provided during classroom instructional visits and informal and formal evaluations.

**Action Step #3**

Collaborative Team Meetings

**Person Monitoring:**

Caryn Taylor

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Direct instruction or benchmark-aligned instruction is planned during collaborative team meetings and monitored by a participating administrator where immediate feedback is given when needed.

**Action Step #4**

Teacher Clarity

**Person Monitoring:**

**By When/Frequency:**

Caryn Taylor, Literacy Coach

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teacher clarity will be monitored through Focus Boards where teachers clarify learning targets by identifying the focused benchmark(s), the explicit learning target or goal, an essential question and what the student will be expected to produce in "check for understanding." Focus Boards are required for ELA, Math, and Science. Feedback will be given to teachers during classroom visits and informal and formal evaluations.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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**A description of your Area of Focus:**

Rymfire's Students with Disabilities (SWD) require targeted specially designed instruction in order to attain learning gains and master grade level standards. Because SWD are already guaranteed specially designed instruction through their individual education plans (IEP)s, we will refine this instruction pairing it to benchmark-aligned instruction. Our SWD may need additional scaffolded support and differentiated instruction to master grade level standards, so our Exceptional Student Education (ESE) teachers will participate in weekly grade level collaborative team meetings. During these collaborative team meetings, ESE teachers will share resources with general education teachers to support the scaffold needs of our SWD as well as options for differentiated instruction. Our ESE teachers will continue this work while facilitating specially designed instruction. Our ESE teachers are also required to implement Focus Boards in ELA and Math in their instruction, hence, ensuring our SWD receive benchmark-aligned instruction in their guaranteed specially designed instruction.

**How it affects student learning:**

If SWD receive benchmark-aligned specially designed instruction, our SWD achievement scores in ELA, Math, and Science will increase.

**Our rationale explaining how it was identified as a crucial need from the prior year data reviewed:**

Rymfire's students with disabilities scored an overall achievement of 30% on the 23-24 FAST. Our ESE disaggregated FAST data is as follows:

ESE ELA achievement 20%

ESE Grade 3 achievement 20%

ESE ELA Learning gains 41%

ESE Math achievement 28%

ESE Math learning gains 47%

ESE Science achievement 26%

Overall, we are 13% points behind the federal index of 43%.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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If SWD receive benchmark-aligned instruction through their guaranteed specially designed instruction, then our SWD's overall achievement score will increase 13% points or increase from 30% overall achievement in 23-24 to 43% in 24-25.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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### **Our progress monitoring plan to monitor our progress towards increasing student achievement through our focus on benchmark aligned instructional practice:**

Because administration participates in grade level collaborative team meetings, ESE teachers will be held accountable for providing scaffolded support and differentiated instruction. Furthermore, grade levels complete a common lesson plan. This will allow administration and coaches the ability to efficiently and effectively review plans and the added scaffolded support and differentiated instruction provided by ESE teachers. In addition to common lesson plans, administration will also monitor the implementation of focus boards during ESE instruction through classroom instructional visits and informal and formal evaluations.

Ongoing monitoring will impact student achievement because we are guaranteeing that our ESE teachers plan and provide scaffolded support and differentiated instruction aligned to the benchmarks; therefore, our ESE achievement results will increase in ELA, Math, and Science.

### **Person responsible for monitoring outcome**

Jamie Scala, Assistant Principal

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

**Description of Intervention #1:**

The Evidence-Based Intervention: Teacher Clarity or communicating the learning intention and success criteria so students can identify where they are going in their learning, how they are progressing, and where they will go next, thus providing students enough clarity to own their learning (Hattie, 2009) Describe how the Identified Intervention will be Monitored for this Area of Focus: Teacher clarity will be monitored through Focus Boards where teachers clarify learning targets by identifying the focused benchmark(s), the explicit learning target or goal, an essential question and what the student will be expected to produce in "check for understanding." Focus Boards are required for ELA, Math, and Science. Feedback will be given to teachers during classroom visits and informal and formal evaluations.

**Rationale:**

Our rationale for selecting this specific strategy is because John Hattie's visible learning research yields direct teacher clarity as having an effect size of .75.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

The Evidence-Based Intervention: Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement. Describe how the Identified Intervention will be Monitored for this Area of Focus: Because our ESE teachers participate in grade level collaborative team meetings to provide scaffolded support and differentiated instructional resources, administration will review summative outcome data to determine our SWD's response to intervention and make additional instructional decisions based on its outcomes.

**Rationale:**

Our rationale for selecting this specific strategy is because John Hattie's visible learning research yields response to intervention as having an effect size of 1.29.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Universal Design for Learning Training

**Person Monitoring:**

Jamie Scala, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Rymfire partnered with Florida Diagnostic and Learning Resources System (FDLRS) to provide Universal Design for Learning (UDL) training for our ESE teachers. Beginning on August 16th 2024, FDLRS will provide this training which trains teachers in best practices of scaffolded and differentiated support to build student mastery of grade level benchmarks. We will sustain FDLRS training through monthly professional development designed to support our ESE teachers mastery of UDL as they build scaffolds, reflect on its impact on student achievement, revise supports, and ultimately decrease supports to increase independence. Rymfire will monitor its impact of this action step by actively participating in these monthly professional development and reviewing the summative data of our ESE students either through content area summatives including ELA, Math, and Science as well as FAST results including PM1 , PM2, and PM3.

**Action Step #2**

Student Engagement Walkthrough Tool

**Person Monitoring:**

Jamie Scala, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will monitor our SWD's instructional engagement level using a rubric with the following criteria : Students complete instructional task, volunteer responses, and/or ask appropriate questions. Students are engaged in the work of the lesson and there is a sense of urgency about how time is used. Students display persistence with challenging tasks, particularly when provided textual evidence to support answers and responses, both orally and in writing. Students are engaged in comprehension instruction that is grounded in an appropriately complex text. A student earns a 0 or 1 for each descriptor. 0 = not observed 1 = observed Results are shared with classroom teacher, ESE teacher, and leadership team members as appropriate.

**Action Step #3**

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

**Area of Focus #4**

Address the school’s highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Black/African American Students (BLK)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

**Description of your Area of Focus:**

Rymfire Elementary School's area of focus is our instructional practices specifically relating to Benchmark-aligned instruction to target the achievement of our Black/African American Students (BLK). Last year, we collaborated with the Bureau of School Improvement (BSI) to observe and reflect on our instructional practices. BSI joined district and school leadership team members in observing our instructional practices in 3rd - 5th classes in either ELA, Math or Science. After these

visits, the team determined that our teachers need to ensure their instruction aligns to grade level Florida benchmarks. Our observations also coincide with our 23-24 summative data as our FAST results remain below our overall district 23-24 FAST achievement results in ELA for grades 3rd - 5th and 5th grade.

Rymfire will implement a school-wide benchmark-aligned practice to increase teacher clarity through Focus Boards. Focus Boards are a visual where learning targets are clarified by identifying the focused benchmark(s), explicitly stating the learning target or goal, building an essential question and determining what the student will be expected to produce to check for understanding. During this explicit instruction, teachers will provide immediate corrective feedback to students remaining mindful and reflective that they are engaging our BLK students throughout instruction and providing corrective feedback.

### **Its Effects on Student Learning:**

If teachers ensure their instruction is aligned to grade level benchmarks by building Focus Boards and intentionally engaging our BLK students, then our overall student achievement results will increase.

### **Our rationale explaining how it was identified as a crucial need from the prior year data reviewed:**

Rymfire's BLK students scored an overall achievement of 43% on the 23-24 FAST. Our BLK disaggregated FAST data is as follows:

BLK ELA achievement 42%

BLK Grade 3 achievement 43%

BLK ELA Learning gains 52%

BLK Math achievement 45%

BLK Math learning gains 48%

BLK Science achievement 29%

Overall, we are at the federal index of 43%, but our students deserve better.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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If teachers align their instruction and instructional resources to their grade level benchmark(s) or standard(s) and consistently engage our BLK students and provide timely corrective feedback, Kinder - 5th grade will increase the percentage of BLK students scoring proficient or a level 3 or higher by 5% on FAST ELA, Math & Science, hence, 24-25 FAST achievement scores will yield the following outcomes: From 42% in 23-24 to 47% in ELA, from 45% in 23-24 to 50% in Math and from 29% in

23-24 to 34% in Science.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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#### **Our progress monitoring plan to monitor our progress towards increasing student achievement through our focus on benchmark aligned instructional practice:**

Our instructional staff will plan benchmark-aligned instruction during our weekly grade level collaborative team meetings. Because administration will participate in these meetings, all grade levels will focus on developing standards-aligned instruction. Administration and academic coaches will ensure grade levels begin with the standards and are available to provide aligned resources. Furthermore, grade levels complete a common lesson plan and focus boards for ELA, Math, and Science. This allows administration and coaches the ability to efficiently and effectively review plans and provide timely, specific feedback when needed.

In addition to providing feedback during weekly collaborative team meetings, administration will also provide timely feedback to instructional staff on the engagement level of our BLK students after classroom instructional visits and informal and formal evaluations.

Ongoing monitoring will impact student achievement because we are guaranteeing that our teachers plan and provide benchmark-aligned instruction with intentionality to purposefully engage our BLK students and provide timely, corrective feedback; therefore, our BLK students' achievement results will increase in ELA, Math, and Science.

#### **Person responsible for monitoring outcome**

Jamie Scala, Assistant Principal

#### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

The Evidence-Based Intervention: Teacher Clarity or communicating the learning intention and success criteria so students can identify where they are going in their learning, how they are progressing, and where they will go next, thus providing students enough clarity to own their learning (Hattie, 2009) Describe how the Identified Intervention will be Monitored for this Area of Focus: Teacher clarity will be monitored through Focus Boards where teachers clarify learning targets by identifying the focused benchmark(s), the explicit learning target or goal, an essential question and what the student will be expected to produce in "check for understanding." Focus Boards are required for ELA, Math, and Science. Feedback will be given to teachers during classroom visits and informal

and formal evaluations specifically related to the engagement level of our BLK students and the level of timely, corrective feedback.

**Rationale:**

Our rationale for selecting this specific strategy is because John Hattie's visible learning research yields direct teacher clarity as having an effect size of .75.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

The Evidence-Based Intervention: Feedback: According to Hattie's findings, feedback has an effect size of 0.70. This indicates a substantial positive impact on student achievement. Feedback, when it is timely, specific, and actionable, helps students understand their learning progress and what they need to do to improve, thus making it one of the most powerful influences on student learning. Describe how the Identified Intervention will be Monitored for this Area of Focus: Administration will monitor the quality of teacher feedback during classroom instructional visits and informal and formal evaluations.

**Rationale:**

Our rationale for selecting this specific strategy is because John Hattie's visible learning research yields feedback as having an effect size of .70.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Focus Board Training

**Person Monitoring:**

Jamie Scala, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

BSI will facilitate a Focus Boards training during pre-planning. Rymfire will monitor the impact of this action step through weekly collaborative team meetings where Focus Boards are part of the planning process or answers the first out of the four questions in the PLC process. Administration will provide immediate feedback during grade level collaborative team meetings when needed.

**Action Step #2**

Focus Board Implementation

**Person Monitoring:**

Jamie Scala, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**



**step:**

Rymfire will require Focus Boards for grades kinder - 5th for ELA, Math, and Science. They will be monitored and feedback provided during classroom instructional visits and informal and formal evaluations.

**Area of Focus #5**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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**Description of your Area of Focus:**

Rymfire Elementary School's area of focus is our instructional practices specifically relating to ELA required by RAISE. Last year, we collaborated with the Bureau of School Improvement (BSI) to observe and reflect on our instructional practices. BSI joined district and school leadership team members in observing our instructional practices in either ELA, Math or Science. After these visits, the team determined that our teachers need to ensure their instruction aligns to grade level Florida benchmarks. Our observations also coincide with our 23-24 summative data as our FAST results remain below our overall district 23-24 FAST achievement results. Our 5th grade produced our lowest achievement result in ELA with 49% achievement.

Rymfire will implement a school-wide benchmark-aligned practice to increase teacher clarity through Focus Boards. Focus Boards are a visual where learning targets are clarified by identifying the focused benchmark(s), explicitly stating the learning target or goal, building an essential question and determining what the student will be expected to produce to check for understanding.

Based on FAST results, below, our Kinder - 2nd grade teachers need to consistently and systematically incorporate high impact decodable text in their phonics instruction to increase our ELA achievement results.

**PM3 FAST Achievement Results:**

Kinder: 61%

1st: 60%

2nd: 53%

3rd: 53%

4th: 51%

5th: 49%

**Its Effects on Student Learning:**

If all teachers ensure their instruction is aligned to their grade level's benchmarks by building Focus Boards and our Kinder - 2nd grade teachers consistently and systematically incorporate decodable text in their instruction, then our overall student achievement results will increase in ELA.

**Our Rationale Explaining How it was Identified as a Crucial Need from the Prior Year Data Reviewed:**

Based on observations of BSI, district, and school based leadership teams as well as current FAST outcome data, our Kinder - 5th grade teachers must commit to aligning their instruction and instructional resources to grade level benchmarks or standards through Focus boards so, our students' overall achievement ELA will increase. In addition to the implementation of focus boards, our Kinder - 2nd grade teachers will also implement decodable text in their ELA instruction.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

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If Kinder - 2nd teachers ensure ELA foundational instruction is aligned to grade level benchmarks by consistently and systematically implementing high impact decodable text through Geodes and/or FlyLeaf, then our overall ELA achievement results in grades Kinder - 2nd will increase in ELA.

**Grades 3-5: Instructional Practice specifically related to Reading/ELA**

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If teachers ensure their instruction is aligned to grade level benchmarks by building benchmark-aligned Focus Boards, then our overall ELA achievement results will increase in grades 3rd - 5th.

**Grades K-2: Measurable Outcome(s)**

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If teachers align their instruction and instructional resources to grade level foundational benchmark(s) and consistently implement decodable text in instruction, Kinder-2nd grade will increase the percentage of students scoring proficient or a level 3 or higher by 5% on FAST ELA, hence, yielding an overall ELA achievement score of 63%.

**Grades 3-5: Measurable Outcome(s)**

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If teachers align their instruction and instructional resources to grade level benchmark(s), 3rd - 5th grade will increase the percentage of students scoring proficient or a level 3 or higher by 5% on FAST ELA, hence, yielding an overall ELA achievement score of 59%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

**Our progress monitoring plan to monitor our progress towards increasing student achievement through our focus on benchmark aligned instructional practice:**

Our instructional staff plans benchmark-aligned instruction during our weekly grade level collaborative team meetings. Because administration participates in grade level collaborative team meetings, all grade levels will focus on developing standards-aligned instruction. Administration and academic coaches will ensure grade levels begin with the standards and are available to provide aligned resources. Furthermore, grade levels complete a common lesson plan. This allows administration and coaches the ability to efficiently and effectively review plans and provide specific feedback when needed.

Administration will specifically evaluate Kinder - 2nd plans for their implementation of high impact decodable texts with Geodes and / or Flyleaf.

Administration will specifically evaluate 3rd - 5th for their implementation of focus boards.

Administration and our literacy coach will also review ELA summative scores with teachers to determine areas of strength and opportunities of growth. A plan of success will then be built from there.

Ongoing monitoring will impact student achievement because we are guaranteeing that our teachers plan and provide benchmark-aligned instruction or consistently use high impact decodable text; therefore, our students' achievement results will increase in ELA.

**Person responsible for monitoring outcome**

Caryn Taylor, Literacy Coach

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The Evidence-Based Intervention: Teacher Clarity or communicating the learning intention and success criteria so students can identify where they are going in their learning, how they are progressing, and where they will go next, thus providing students enough clarity to own their learning (Hattie, 2009). Describe how the Identified Intervention will be Monitored for this Area of Focus: Teacher clarity will be monitored through Focus Boards where teachers clarify learning targets by identifying the focused benchmark(s), the explicit learning target or goal, an essential question and what the student will be expected to produce in "check for understanding." Focus Boards are required for ELA, Math, and Science. Feedback will be given to teachers during classroom visits and informal and formal evaluations.

**Rationale:**

Our rationale for selecting this specific strategy is because John Hattie's visible learning research

yields direct teacher clarity as having an effect size of .75.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Focus Board Training

**Person Monitoring:**

Jamie Scala, Assistant Principal

**By When/Frequency:**

August 7th, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

BSI will facilitate a Focus Boards training during pre-planning. Rymfire will monitor the impact of this action step through weekly PLC meetings where Focus Boards are part of the planning process or answers the first out of the four questions in the PLC process. Administration will provide immediate feedback during grade level collaborative team meetings when needed.

**Action Step #2**

Focus Board Implementation

**Person Monitoring:**

Jamie Pedro, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Rymfire will require focus boards for grades kinder - 5th for ELA, Math, and Science. They will be monitored and feedback provided during classroom instructional visits and informal and formal evaluations.

**Action Step #3**

Collaborative Team Meeting ELA Expectation

**Person Monitoring:**

Caryn Taylor, Literacy Coach

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

After administration shares the expectation that ELA foundational instruction must include the implementation of decodable text within the LETRS explicit phonics instruction routine, our literacy coach supports Kinder - 2nd's planning process. Our Literacy Coach will monitor its impact by reviewing summative scores of foundational skills and comprehension. Assessment results will be shared with staff to reflect and make instructional revisions as needed.

## IV. Positive Culture and Environment

### Area of Focus #1

## Positive Behavior and Intervention System (PBIS)

### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Positive Behavior Intervention and Supports (PBIS) is a framework designed to improve student behavior and learning environments. It affects student learning in several key ways:

1. **Enhanced Classroom Climate:** PBIS fosters a positive school climate by promoting and rewarding good behavior. When students feel safe and supported, they are more likely to be engaged and focused on their learning tasks.
2. **Clear Expectations:** PBIS involves establishing and communicating clear behavior expectations. When students understand what is expected of them and receive consistent feedback, they can better direct their energy toward academic activities rather than dealing with disciplinary issues.
3. **Reduced Disruptions:** By addressing and reducing problem behaviors, PBIS minimizes classroom disruptions. With fewer interruptions, teachers can spend more time on instruction, and students can concentrate better on their lessons.
4. **Improved Relationships:** The positive reinforcement aspect of PBIS helps build stronger, more respectful relationships between students and teachers. Positive interactions can create a more supportive learning environment where students feel valued and motivated.
5. **Increased Academic Achievement:** As behavioral issues decrease, academic performance often improves. Students who are not distracted by behavioral problems are more likely to excel in their studies and achieve their academic goals.
6. **Personal Responsibility and Self-Regulation:** PBIS helps students develop self-regulation skills and personal responsibility. These skills are essential for academic success as they contribute to better focus, organization, and perseverance in their studies.

Overall, PBIS creates a structured, supportive environment that promotes positive behaviors, which in turn facilitates a more effective and engaging learning experience.

It is a crucial need to reduce the number of in school suspensions during the 23/24 school year.

During the 23/24 school we had an increase of ISS by 351% from the previous year. In addition, our Tier faculty commitment during the 23/24 school year was low at 67%.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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During the 23/24 school year, we had 435 in school suspensions. Our measurable outcome for the 24/25 school year is to reduce in school suspensions by 50%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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**Track Suspension Data Regularly:** Continuously monitor the number of in-school suspensions throughout the year at weekly Student Services meetings. Students with multiple referrals (more than 5) will be referred to Tier 2 behavior supports. Students who continue to increase undesirable behaviors after receiving Tier 2 and 1 instruction, will then be referred for Tier 3 interventions.

**Analyze Data:** Compare current suspension rates to our baseline to see if we are on track to meet our 50% reduction goal.

**Person responsible for monitoring outcome**

Abra Seay

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Clear Expectations and Rules Intervention: All teachers communicate clear, consistent behavior expectations across all areas of the school which are Be Respectful, Be Responsible, Be Safe, and Be Engaged  
Monitoring: Track the number of behavioral incidents reported and compare them to the baseline. Conduct quarterly surveys of staff and students to assess their understanding and adherence to the expectations. Continue our Tracks Store system for acknowledging and rewarding positive behavior. This is a token economy store that recognize students for meeting behavioral expectations. We will also provide ongoing training for teachers and staff on PBIS practices, classroom management, and strategies for positive behavior support. The initial training will be during pre-planning. Progress monitoring will be conducted quarterly to determine if students receiving Tier 2 and Tier 3 supports are having a positive, negative, or no effect on their behavior.

**Rationale:**

Clear expectations help students understand what behaviors are desired and reduce ambiguity, which decreases the likelihood of behavioral issues. Research shows that well-defined expectations and consistent reinforcement are linked to lower suspension rates. Positive reinforcement has been shown to increase desired behaviors and reduce problem behaviors. By emphasizing and rewarding positive behavior, students are more likely to engage in behaviors that align with school expectations. Training ensures that staff are equipped with the skills and knowledge to effectively implement PBIS strategies, leading to more consistent application of behavioral expectations and supports.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:****Action Step #1**

PBIS training for all staff

**Person Monitoring:**

Abra Seay

**By When/Frequency:**

August 6, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

All instructional staff and paraprofessionals will attend a PBIS training regarding Tier 1, Tier 2, and Tier 3 behavior support. This training will also include all PBIS expectations and how to develop an effective classroom management plan. We will monitor the impact of this action step by having quarterly MTSS meetings with teachers to review data. These meetings are attended by both our Behavior Interventionist and Dean. In addition, students receiving Tier 2 and 3 support will be reviewed at our weekly Student Services meetings.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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#### Methods for dissemination of our SIP and SWP to stakeholders:

Rymfire Elementary School (RES) shares this information with our families in the following methods: Open House, Weekly Family Skylert emails and phone calls, Facebook, our website (<https://www.resroadrunners.com/about-us/school-advisory-council>) and during our School Advisory Council (SAC) as well as our Parent Teacher Organization (PTO). RES shares it with our staff during our Back to School Professional Learning session(s), faculty and grade level collaborative team meetings as well as our weekly staff email. Our ESOL Resource Teacher will also provide SIP information and updates in languages when available.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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#### Rymfire Elementary School builds positive relationships with parents, families, and other community

**stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress through the following methods:**

1. Provide weekly progress updates in our weekly family email through Skylert.
2. Celebrate our school's successes in our weekly family email through Skylert and Facebook.
3. We reference our grading platform, Skyward, in our weekly family emails, with a look for, such as,



"Check your child's summative scores in ELA this week." Is your child scoring 70% or above? If not, has your child's teacher reached out to you? If they have not connected with you, schedule a phone conference by emailing them or contacting them through Remind."

4. Share progress reports and/or report card grades with families every 4 weeks.
5. Update our PTO and SAC on our progress during meetings.
6. Share our SIP, plan, and updates during school board meetings when needed.
7. Update our school website for instant accessibility at [www.resroadrunners.com](http://www.resroadrunners.com).

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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### **RES plans to strengthen the academic program in our school, increase the amount and quality of learning time and help provide enriched and accelerated curriculum in the following ways:**

1. Weekly grade level planning sessions using SolutionTree's Professional Learning Communities (PLC) format.
2. Use data to plan for instruction, consistently reviewing the progress of our SIP focus areas.
3. Partnering with our district curriculum specialists and school-based academic coaches to provide instructional support in our district adopted curriculum.
4. Create and sustain a culture of continuous learning and vulnerability so staff feel comfortable collaborating and sharing teacher specific data.
5. Continue to plan benchmark-aligned instruction by beginning with the standards and its summative to ensure aligned instruction.
6. Provide teachers and students with corrective feedback in a timely manner.
7. Align our Title One budget to student achievement by funding the following: three Interventionists, MTSS Coordinator, and two Academic Paraprofessionals, K-5 ELA and Math tutoring, Science Bootcamp Week, Future Problem Solvers (FPS), PLC Implementation Team, Math Bootcamp Week and supplemental materials including Wilson Foundations Leveled Readers and Notebooks, Read Naturally Live, Write Score, and Flyleaf decodable readers.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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**Our plan is developed in coordination and integration with our Federal, State, and local services,**

**resources and programs, such as programs supported under ESSA in the following:**

1. We use funds for tutoring targeting our SWD and BLK students.
2. We will also use funds for tutoring to target our students scoring a level 2 as these students make the least progress from the first STAR or FAST progress monitoring to the third progress monitoring.

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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**We ensure counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas in the following ways:**

1. Our student services team meets weekly reviewing our most vulnerable population by considering their current progress, current support plan, if applicable, and if other services, both internal and external, should be considered and/or requested.

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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N/A

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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**RES's implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services, coordinated with similar activities and services carried out under IDEA include the following:**

1. All students are taught our tier 1 PBIS system that includes classroom rules, consequences, and rewards. We also have school-wide expectations of Be Respectful, Be Responsible, Be Safe, and Be Engaged. These expectations are taught to students for the hallways, playgrounds, cafeteria, and classroom.

2. Students that need targeted tier 2 interventions due to excessive office discipline referrals or not responding positively to tier 1 behavior expectations, are provided with tier 2 interventions to address their behavior.

3. Students that do not respond positively to tier 1 PBIS and tier 2 targeted interventions then receive intensive tier 3 interventions. Students may also receive a Behavior Intervention Plan (BIP).
4. Quarterly MTSS meetings are held to review student data and the response to intervention. Data is analyzed to determine if the student is responding positively or negatively to the intervention. Adjustments are made to the behavior plans if needed.
5. Our student services' team, which includes our dean, behavior interventionist, behavior specialist, assistant principal, guidance counselors, mental health counselor and our social worker review data to determine appropriate supports for students. This team also collaborates monthly with our district student services personnel to ensure we exhaust all services as appropriate and based on each individual student.

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

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### **RES plans professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects in the following manner:**

1. New teacher meetings to support new teachers in our processes, procedures, and data platforms.
2. 15 teachers will participate in a two hour Number Talk Training.  
Professional Learning focused on the Science of Reading for 15 teachers facilitated by our literacy coach for 8 one hour sessions.
3. Professional learning focused on the Science of Reading for 10 new teachers for one 1/2 day.
4. Professional learning on high yield comprehension and vocabulary strategies for 16 teachers for 4 one hour sessions.
5. Professional Learning focused on data analysis for data informed instruction for 56 classroom teachers for one 1/2 day.
6. Professional learning through academic learning walks for teachers to observe best practices in peer classrooms of high performing teachers.

7. Monthly Professional Learning connected to standards-aligned instruction and focus boards during faculty meetings partnered with our district curriculum specialists.
8. Quarterly instructional classroom visits with our leadership team and our district curriculum specialists to assess our teachers' implementation of benchmark-aligned curriculum, focus boards, and levels of student engagement.
9. Paraprofessionals complete professional learning through the online platform, The Master Teacher.
10. Our paraprofessionals collaborate with their grade level's support facilitator ensuring the support they provide students is evidence based and is increasing their independence.
11. Weekly PLCs every Thursday for grade level collaborative teams to plan benchmark-aligned instruction and build focus boards.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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### **The strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs include the following:**

1. Our preschool teachers attend our monthly faculty meetings.
2. Our preschool coordinator shares student progress with our administration team.
3. Our administration visits the ESE preschool, Bunnell Elementary School, to observe our upcoming students in their setting to prepare for their transition to kinder.
4. Our guidance counselors balance kinder rosters using the preschool end of year data.
5. Our kindergarten teachers facilitated a Kindergarten Round Up on August 1, 2024 to screen the academic and behavior skills of incoming kindergartners for equitable classroom placement.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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At the district level funding and resource allocations are determined through several processes such as staffing plans & position control, comprehensive needs assessments, instructional resource review, and Title I funding.

At the school level, smart resource allocations is a collective commitment amongst our leadership staff. Our instructional coaches collaborate with our District's Teaching and Learning department to ensure approved and aligned core curriculum and supplemental resources are implemented across classes for all our students, tier 1, tier 2, and tier 3. We evaluate our staff's instructional responsibilities to guarantee our tier 3 students and Students with Disabilities (SWD) receive their intervention services and/or specially designed instruction in the most efficient and effective system. We also align our resources, including our Title One funding, to our vision, mission, and instructional priorities.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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#### Specific resource(s):

Core curriculum such as Benchmark Advanced, Heggerty, Wilson's Foundations, SAVVAS, McGraw Hill, Gallopade, Core Phonics, reading fluency timings, Geodes, FlyLeaf  
Supplemental resources such as UFLI, Magnetic Reading, and Math BIG-M.

#### Our rationale (i.e., data):

Our federal index for our Students with Disabilities (SWD) increased 16% with a total achievement score of 36% achievement.

#### Our plan to address the need(s) and its timeline:

Secure small group time in our master schedule for our ESE and Interventionists to support academic needs.

Schedule triple i time in our master schedule.

Schedule recess groups 2x a week for 20 mins each session for additional targeted instruction.

Track our SWD progress after summative results and FAST progress monitoring periods.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00