RYMFIRE ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Rymfire Elementary ensures and empowers exceptional learning and growth for all students and staff.

Provide the school's vision statement

The Rymfire Elementary School vision is to develop children academically and socially through successful school experiences so that all students meet or exceed grade level expectations.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

leet@flaglerschools.com

Position Title
Principal

Job Duties and Responsibilities

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

seaya@flaglerschools.com

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Althia Thompson

thompsona@flaglerschools.com

Position Title

Assistant Principal

Job Duties and Responsibilities

Dr. Thompson serves as Assistant Principal supporting Mr. Lee as an 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

taylorc@flaglerschools.com

Position Title

Literacy Coach

Job Duties and Responsibilities

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

huffmand@flaglerschools.com

Position Title
Math/Science Coach

Job Duties and Responsibilities

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

manleya@flaglerschools.com

Position Title
MTSS Coordinator

Job Duties and Responsibilities

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

dovej@flaglerschools.com

Position Title
Dean

Job Duties and Responsibilities

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

gurleyh@flaglerschools.com

Position Title
Behavior Interventionist

Job Duties and Responsibilities

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

gonzalezj@flaglerschools.com

Position Title
ESOL Resource Teacher

Job Duties and Responsibilities

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Our school leadership team reviewed our school's 24-25 FAST and STAR data, PM3 (23-24) to PM3 (24-25), 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 24-25 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, 25-26 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 21st School Advisory Council (SAC), we will also review our 24-25 data and add their feedback and suggestions to our 25-26 SIP.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**85.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**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)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: B** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	119	148	153	175	168	160				923
Absent 10% or more school days		59	43	65	38	49				254
One or more suspensions		1	28	6	7	4				46
Course failure in English Language Arts (ELA)		12	10	12	21	14				69
Course failure in Math		10	7	10	10	6				43
Level 1 on statewide ELA assessment				36	26	36				98
Level 1 on statewide Math assessment				20	20	32				72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	10	21	36						67
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	10	21	20	20					71

Current Year 2025-26

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		15	11	14	11	34				85

Current Year 2025-26

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	6	1	8	2	0	2				19
Students retained two or more times										0

Prior Year (2024-25) 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	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

Prior Year (2024-25) 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	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

Prior Year (2024-25) 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	1	3	4						13
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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	61	59	54	59	57	50	56	53
Grade 3 ELA Achievement	61	66	59	57	63	58	48	59	53
ELA Learning Gains	62	59	60	63	60	60			
ELA Lowest 25th Percentile	58	56	56	60	60	57			
Math Achievement*	67	67	64	62	62	62	60	61	59
Math Lowest 25th Percentile	52	51	51	55	54	52			
Math Learning Gains	67	63	63	62	62	62			
Science Achievement	55	60	58	50	57	57	60	60	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	77	80	63	74	73	61	45	69	59

*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 (FPPI) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	559
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	60%	57%	52%	50%		56%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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	38%	Yes	6	
English Language Learners	62%	No		
Asian Students	79%	No		
Black/African American Students	45%	No		
Hispanic Students	62%	No		
Multiracial Students	64%	No		
White Students	67%	No		
Economically Disadvantaged Students	57%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	60%	61%	62%	58%	67%	67%	52%	55%					77%
Students With Disabilities	28%	22%	50%	55%	35%	49%	40%	22%					
English Language Learners	54%	67%	62%	64%	67%	69%	56%	45%					77%
Asian Students	69%		82%	81%	81%	82%							
Black/African American Students	47%	48%	53%	45%	52%	55%	36%	26%					
Hispanic Students	57%	63%	64%	63%	67%	70%	53%	49%					69%
Multiracial Students	65%	44%	72%	54%	54%	66%		83%					
White Students	66%	66%	61%	59%	76%	70%	59%	66%					76%
Economically Disadvantaged Students	51%	51%	63%	60%	58%	64%	47%	42%					79%

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%

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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	64%	-4%	57%	3%
ELA	4	64%	56%	8%	56%	8%
ELA	5	50%	57%	-7%	56%	-6%
Math	3	66%	70%	-4%	63%	3%
Math	4	72%	65%	7%	62%	10%
Math	5	59%	60%	-1%	57%	2%
Science	5	53%	58%	-5%	55%	-2%

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?

Rymfire Elementary's outcome data yielded numerous improvement outcomes including the following: ELA 3-5 proficiency increase from 54% to 60%, Math 3-5 proficiency increase from 62% to 67%, and Science 5 proficiency from 50% to 55%. We increased our student proficiency in every subject area and in all three grades. The data component that showed the most improvement was our 4th grade Reading proficiency that increased from 51% to 64%. 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 planned standards-aligned instructions.

Lowest Performance

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

The data component with the lowest performance is 5th Reading. Even though we improved from last year by 1%, our proficiency was only 50%. We believe the low proficiency is directly correlated to teacher issues. One ELA teacher was in an internship program for the entire year and another ELA teacher left our school after the third quarter. These two teachers impacted about 60% of the 5th grade population and both had the lowest scores of the grade level.

Greatest Decline

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

The data component that showed the greatest decline from the prior year is Math Lowest Quartile Learning Gains. This year it's 47% which is an 8% decrease from the prior year's 55%. We are unsure of the factor(s) that contributed to this decline. This year we will be more strategic in identifying those students in the lowest quartile and provided targeted intervention.

Greatest Gap

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.

The data component with the greatest gap when compared to the state average is 5th grade

Reading. The state average is 56% and our average is 50%. We believe the low proficiency is directly correlated to teacher issues. One ELA teacher was in an internship program for the entire year and another ELA teacher left our school after the third quarter. These two teachers impacted about 60% of the 5th grade population and both had the lowest scores of the grade level.

EWS Areas of Concern

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

Reflecting on our Early Warning Systems (EWS) data, the finding that 28% of our students are absent 10% or more of the school year—is a significant concern. Absenteeism is a key indicator in EWS models, as it strongly correlates with academic struggles, disengagement, and increased risk of dropping out. This data signals an urgent need to identify root causes of absenteeism within this population, such as transportation issues, health concerns, or lack of family engagement, and implement targeted interventions. Addressing this early warning indicator is critical to improving student outcomes and ensuring every child has consistent access to learning opportunities.

Highest Priorities

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

Our highest priorities for the 25/26 school year include:
1. Continued focus on standards aligned instruction
2. Weekly PLCs
3. Writing across all content areas
4. K-2 ELA Proficiency

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 Benchmark-aligned instruction, Professional Learning Communities

Area of Focus Description and Rationale

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.

If Rymfire continues to grow and improve in our Professional Learning Community (PLC) practice and our use of Focus Boards, our implementation of evidence-based instructional practices will improve. 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. While Rymfire made overall gains on the FAST ELA, Math, and Science 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.

Measurable Outcome

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.

If teachers consistently and systematically focus 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, 25-26 FAST achievement scores will yield the following outcomes: K-2 ELA from 57% to 62%; 3-5 ELA from 58% to 63%, Math 65% to 70%, and Science 55% to 60%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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.
5. Administration monitors use of Focus Boards, specifically how teachers check for understanding (common formative assessments).

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

Person responsible for monitoring outcome
Abra Seay, Assistant Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Weekly Collaborative Team Meetings

Person Monitoring:	**By When/Frequency:**
Dewandra Huffman, Math/Science Coach	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
Common Formative Assessments

Person Monitoring:	**By When/Frequency:**
Dewandra Huffman, Math/Science Coach	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. Abra Seay, Assistant Principal, will review formative assessment results and consult with the

grade level / teachers on how they used those results to revise their instruction.

Action Step #3
Fundations Walk Throughs & Teacher Feedback

Person Monitoring:	**By When/Frequency:**
Caryn Taylor, Literacy Coach	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To ensure high-quality and consistent implementation of the Fundations curriculum, we will conduct regular fidelity walkthroughs in K-3 classrooms where Fundations is taught. These walkthroughs will focus on alignment with the instructional practices outlined in the Fundations teacher manuals, including pacing, routines, and use of program-specific materials. School-based leaders and instructional coaches will use a standardized checklist during walkthroughs to provide feedback and support. The impact of this action step will be monitored monthly through classroom observation data, student performance indicators, and ongoing teacher reflection, with adjustments made as needed to improve instructional outcomes.

Area of Focus #2

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

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.

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. If SWD receive benchmark-aligned specially designed instruction, our SWD achievement scores in ELA, Math, and Science will increase. Our 24/25 FAST data shows that we are ELA, Math, and Science scores are at a total proficiency of 37% which is below the required 41%.

Measurable Outcome

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.

If SWD receive benchmark-aligned instruction through their guaranteed specially designed instruction, then our SWD's overall achievement score will increase 5% from 38% overall achievement in 24-25 to 43% in 25-26.

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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
Abra Seay, Assistant Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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) 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 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Standards Based IEP Goals

Person Monitoring:	**By When/Frequency:**
Abra Seay, Assistant Principal	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 Standards Based IEP Goals training for our ESE teachers. Last August 13, 2025, FDLRS provided this training which trained teachers in best practices of writing and implementing Standards Based IEP Goals which build student mastery of grade level benchmarks. We will sustain FDLRS training through monthly professional development designed to support our ESE teachers mastery of building scaffolds, reflecting 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 Goal Setting

Person Monitoring:	**By When/Frequency:**
Abra Seay, Assistant Principal	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will set individual, achievable goals for ELA and Math summative assessments based on prior performance and teacher guidance. These goals will be recorded and tracked in personal data

folders, where students will regularly update their progress. After each summative assessment, students will reflect on their performance by identifying strategies and actions that contributed to meeting or not meeting their goals. This reflective process will promote ownership of learning, support a growth mindset, and encourage students to make informed decisions about their academic efforts moving forward.

Action Step #3
Collaborative Teaching

Person Monitoring:	**By When/Frequency:**
Abra Seay, Assistant Principal	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Following targeted professional learning and ongoing follow-up support, Exceptional Student Education (ESE) teachers and General Education teachers will engage in collaborative planning and instructional delivery. Through this co-teaching model, both teachers will share responsibility for designing lessons, differentiating instruction, and implementing strategies that support the success of ESE students within the general education classroom. This action step ensures that students with exceptionalities have access to grade-level content alongside their peers, while receiving the individualized support needed to thrive academically and socially.

Area of Focus #3

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

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.

Our school is committed to improving academic achievement for our Black/African American students, with a focused effort on increasing proficiency in ELA, Math, and Science. This area of focus directly impacts student learning by ensuring equitable access to high-quality instruction, targeted interventions, and culturally responsive teaching practices that support the diverse needs of all learners. Addressing this achievement gap is essential to fostering an inclusive and supportive learning environment where every student can thrive. This focus will help eliminate barriers that may hinder progress and ensure that Black/African American students are receiving the instruction and opportunities needed to reach their full potential. This area of need was identified through a review of prior year data, which revealed significant proficiency gaps. While school-wide averages were considerably higher, Black/African American students demonstrated proficiency rates of only 47% in ELA, 52% in Math, and 26% in Science. These percentages are well below school averages and highlight a consistent pattern of underperformance that must be addressed with urgency.

Measurable Outcome

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.

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, 25-26 FAST achievement scores will yield the following outcomes: From 47% in 24-25 to 52% in ELA, from 52% in 24-25 to 57% in Math and from 26% in 24-25 to 31% in Science.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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
Althia Thompson, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
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.

Person Monitoring:	**By When/Frequency:**
Mr. Lee, Principal	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 #2
Student Mentoring

Person Monitoring:	**By When/Frequency:**
Jawanda Dove, Dean	quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To support the academic growth and success of our Black/African American students whose prior achievement fell below school averages, we will establish a school-based mentoring program. Each identified student will be paired with a mentor who will meet with them bi-weekly. During these meetings, mentors will review the student's current academic progress, monitor grades, and provide encouragement and support. Together, mentors and students will set monthly academic goals, reflect on progress, and develop strategies for improvement. This consistent, relationship-driven support aims to build student confidence, increase accountability, and foster a stronger connection to school, ultimately leading to improved academic outcomes.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

Description:

Improve student attendance to reduce chronic absenteeism and increase instructional time. Regular attendance is essential for academic success, as missed days lead to learning gaps, lower achievement, and reduced engagement.

Rationale:

Prior year data showed 28% of students were absent 10% or more of the school year. Students with higher absenteeism demonstrated significantly lower proficiency rates across core subjects. Attendance was identified as a crucial need through Early Warning Systems data and staff review, making it a priority for improving overall student outcomes.

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.

Prior year data showed the following percentage of students chronically absent (absent 10% or more of the school year):

- 1st Grade: 23%
- 2nd Grade: 17%
- 3rd Grade: 26%
- 4th Grade: 15%
- 5th Grade: 19%

These rates exceed district and state expectations for acceptable attendance and correlate with lower proficiency rates across core academic subjects. Attendance was identified as a crucial need through analysis of Early Warning Systems data, school assessment results, and staff review, making it a priority for improving student learning outcomes.

Measurable Outcome:

By the end of the 2025–2026 school year, the percentage of students who are chronically absent will decrease to:

- 1st Grade: 15% or less
- 2nd Grade: 10% or less

- 3rd Grade: 18% or less
- 4th Grade: 10% or less
- 5th Grade: 12% or less

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.

Monitoring Method:
- **Data Source:** Early Warning Systems (EWS) monthly attendance reports, daily attendance logs from Skyward, and teacher reports of attendance concerns.
- **Frequency:** Monthly review by the Attendance Team (administrators, guidance, social worker, teacher representatives).
- **Responsible Parties:** Attendance Clerk, Classroom Teachers, Guidance Counselor, Assistant Principal, Principal.

Monitoring Steps:
1. **Daily:** Teachers take accurate attendance and submit by designated time each morning. Attendance Clerk records absences and flags patterns (2+ consecutive days, frequent partial days).
2. **Weekly:** Attendance Clerk provides a list of students at risk of chronic absenteeism (missing 5% of instructional days) to the Attendance Team. Teachers make parent contact to address early warning signs.
3. **Monthly:** Attendance Team reviews grade-level chronic absenteeism percentages and compares them to target outcomes. Identify students nearing the 10% threshold for intervention.
4. **Intervention:**
   - Initial Tier 1 intervention: Parent contact, attendance letter, and student check-in.
   - Tier 2: Attendance success plan created with family, school counselor, and student.
   - Tier 3: Referral to district truancy officer or social worker for ongoing support.
5. **Quarterly:** Celebrate improved attendance (e.g., recognition certificates, class incentives, parent communication).
6. **End-of-Year Review:** Compare final chronic absenteeism rates to target outcomes for each grade level; document successes and strategies for next year's SIP.

Person responsible for monitoring outcome

Althia Thompson, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Evidence Base: Research from Attendance Works, the Everyone Graduates Center at Johns Hopkins, and the Institute of Education Sciences shows that when schools combine positive relationship-building with proactive monitoring and targeted supports, chronic absenteeism decreases significantly. Key Components: Tier 1 – Universal Prevention for All Students Build a welcoming school climate (student greetings, family engagement events, "Attendance Matters" campaigns). Provide clear, consistent messaging to students and families about the importance of daily attendance. Recognize and celebrate good/improved attendance monthly. Tier 2 – Targeted Supports for At-Risk Students Identify students missing 5–9% of school days using Early Warning Systems. Assign an attendance mentor (teacher, counselor, or staff) to check in at least weekly. Create a short-term attendance success plan with the student and family, addressing barriers (transportation, health, scheduling). Tier 3 – Intensive Support for Chronically Absent Students Conduct a family meeting to identify root causes and develop a personalized intervention plan. Involve community partners (social workers, health providers, after-school programs) to address non-academic barriers. Use home visits or daily check-ins to monitor and support progress.

Rationale:
Chronic absenteeism is a leading predictor of low academic achievement and increased dropout risk. Students who miss 10% or more of instructional days fall behind academically, struggle to master grade-level skills, and are more likely to experience disengagement from school. Research from Attendance Works and the Everyone Graduates Center demonstrates that relationship-based interventions, such as attendance mentoring, can reduce chronic absenteeism by 10–20% in a single school year. Mentorship works because it: Strengthens Relationships – A consistent, caring adult increases student connection to school, a key factor in attendance. Provides Early Identification – Monitoring attendance weekly allows staff to address concerns before absences accumulate. Addresses Root Causes – Mentors work with families to remove barriers such as transportation, illness, or anxiety. Builds Accountability & Motivation – Students set personal attendance goals, track their own progress, and receive recognition for improvement.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Identify and Assign Attendance Mentors

Person Monitoring: **By When/Frequency:**

Althia Thompson, Assistant Principal   monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use prior year and first-month attendance data to identify students at risk of chronic absenteeism (missing 5%+ of days). Assign each student a staff mentor (teacher, counselor, paraprofessional, administrator). Provide mentors with a short training on relationship-building strategies, goal-setting, and data tracking procedures.

Action Step #2
Implement Weekly Mentor Check-ins and Goal Setting

Person Monitoring:	**By When/Frequency:**
Althia Thompson, Assistant Principal	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mentors meet with assigned students at least once per week for 5–10 minutes to review attendance, celebrate improvements, and problem-solve barriers. Create an Attendance Success Plan with each student and family, including a specific monthly attendance goal. Track progress in the attendance mentor log.

Action Step #3
Monitor Data and Provide Recognition/Incentives

Person Monitoring:	**By When/Frequency:**
Althia Thompson, Assistant Principal	weekly/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attendance Team reviews chronic absenteeism rates monthly, by grade level and mentor group. Recognize students who meet or improve toward goals with certificates, announcements, or small rewards. Adjust intervention strategies for students not making progress (e.g., home visits, counselor support, community partner involvement).

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Plan for Sharing and Dissemination of SIP and Progress Updates
1. **Initial SIP Presentation:**
   • Present the draft of the SIP during our first SAC meeting
   • Provide an overview of goals, action steps, and expected outcomes.
   • Offer printed copies and digital versions of the SIP in English and in the primary languages spoken by the school community.
2. **Ongoing Progress Communication:**
   • Share quarterly progress updates through multiple channels:
      • School website updates with downloadable reports, https://www.resroadrunners.com/about-us/title-i
      • Monthly newsletters sent via email and physical copies.
      • Announcements on school social media platforms.
   • Ensure progress reports highlight measurable outcomes and key achievements aligned with the SIP goals.
3. **Language Accessibility:**
   • Translate all SIP materials and progress communications into the major languages spoken by families at the school.
   • Use clear, simple language and visuals to enhance understanding.
   • Provide interpretation services or bilingual staff during meetings where SIP information is discussed.
4. **Parent Engagement Opportunities:**
   • Schedule periodic meetings or workshops to review progress and gather parent

feedback.
- Utilize surveys or feedback forms available in multiple languages to encourage parent input.

5. **Staff Training:**
   - Train school staff, especially those interacting directly with families, on the SIP goals and communication protocols.
   - Encourage staff to share SIP information during conferences, home visits, and parent-teacher meetings.

6. **Documentation and Record-Keeping:**
   - Maintain records of all communications and dissemination efforts.
   - Monitor engagement metrics (attendance at meetings, survey responses) to evaluate effectiveness.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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 Parent Square.

2. Celebrate our school's successes in our weekly family email through Parent Square 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' 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 https://www.resroadrunners.com/about-us/title-i

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section

1114(b)(7)(A)(ii)).

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, and an MTSS Coordinator, K-5 ELA and Math tutoring, Science Bootcamp Week, Future Problem Solvers (FPS), PLC Implementation Team, Math Bootcamp Week and supplemental materials including Wilson Fundations Leveled Readers and Notebooks.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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.

3. Coordination with FIT Liaison, To support families in transition with resource connections

4. VPK Collaboration Partnership with Volusia/Flagler Early Learning Coalition, Transition to Kindergarten opportunities offered to families

5. Title III (ESOL) Support Services for English language learners through: Echo Ed translation services, Imagine Learning ELLevation platforms and resources

6. Title IV Professional Learning ongoing training for technology integration, Parent and Family Engagement professional development, Support from attendance specialists to address chronic absences

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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 are 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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. Professional Learning focused on data analysis for data informed instruction for 56 classroom teachers for one 1/2 day.

3. Professional learning through academic learning walks for teachers to observe best practices in peer classrooms of high performing teachers.

4. Professional learning on High Yield ELA, ELL, and Math Instructional Strategies

5. Monthly Professional Learning connected to standards-aligned instruction and focus boards during faculty meetings.

6. 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.

7. Our paraprofessionals collaborate with their grade level's support facilitator ensuring the support they provide students is evidence based and is increasing their independence.

8. 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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 Readiness Day on July 30, 2025 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 ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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 1 funding, to our vision, mission, and instructional priorities.

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Specific resource(s):
Core curriculum such as Benchmark Advanced, Heggerty, Wilson's Fundations, 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 to 38%.
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 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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