Citrus County Schools

Rock Crusher Elementary School

2019-20 Schoolwide Improvement Plan

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Rock Crusher Elementary School

814 S ROCK CRUSHER RD, Homosassa, FL 34448

https://rce.citrusschools.org/

Demographics

Principal: Amanda Haynes

Start Date for this Principal: 6/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: A (64%) 2016-17: B (60%) 2015-16: B (54%) 2014-15: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Citrus County School Board on 10/8/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	69%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	B	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

While educating the whole child, we at Rock Crusher Elementary School strive to assist the children in becoming life long learners, unique individuals, and people who make a difference.

Provide the school's vision statement.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Furniss, Sean	Principal	
Touchton, Christina	Assistant Principal	
Myers, Cindy	Instructional Coach	
Dillersberger, Jackie	Teacher, ESE	
Spelich, Megan	Instructional Technology	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	2	11	9	7	6	9	0	0	0	0	0	0	0	44
One or more suspensions	0	2	3	4	7	3	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	2	3	3	2	7	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	1	6	6	0	0	0	0	0	0	0	13

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	7	11	9	8	0	0	0	0	0	0	0	38

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	12	3	1	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

33

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	10	7	6	9	0	0	0	0	0	0	0	0	44
One or more suspensions	5	5	6	8	2	7	0	0	0	0	0	0	0	33
Course failure in ELA or Math	2	3	3	7	6	0	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	7	6	0	0	0	0	0	0	0	0	13

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	10	8	6	0	0	0	0	0	0	0	0	32

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	67%	59%	57%	66%	61%	55%
ELA Learning Gains	63%	56%	58%	57%	53%	57%
ELA Lowest 25th Percentile	65%	48%	53%	42%	40%	52%
Math Achievement	69%	60%	63%	74%	71%	61%
Math Learning Gains	54%	54%	62%	60%	66%	61%
Math Lowest 25th Percentile	43%	39%	51%	55%	52%	51%
Science Achievement	61%	60%	53%	63%	63%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	2 ()	11 ()	9 ()	7 ()	6 ()	9 ()	44 (0)
One or more suspensions	0 ()	2 (0)	3 (0)	4 (0)	7 (0)	3 (0)	19 (0)
Course failure in ELA or Math	0 ()	2 (0)	3 (0)	3 (0)	2 (0)	7 (0)	17 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	1 (0)	6 (0)	6 (0)	13 (0)

Grade Level Data

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

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	61%	1%	58%	4%
	2018	64%	63%	1%	57%	7%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	58%	55%	3%	58%	0%
	2018	64%	54%	10%	56%	8%
Same Grade Comparison		-6%				
Cohort Comparison		-6%				
05	2019	71%	58%	13%	56%	15%
	2018	63%	55%	8%	55%	8%
Same Grade Comparison		8%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	58%	12%	62%	8%
	2018	80%	67%	13%	62%	18%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	66%	59%	7%	64%	2%
	2018	81%	66%	15%	62%	19%
Same Grade Comparison		-15%				
Cohort Comparison		-14%				
05	2019	60%	60%	0%	60%	0%
	2018	71%	61%	10%	61%	10%
Same Grade Comparison		-11%				
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	58%	58%	0%	53%	5%
	2018	58%	59%	-1%	55%	3%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	55	73	73	65	66	53	56				
BLK	30			50							
HSP	60	79		50	47		40				
MUL	83	100		92	90						
WHT	67	60	61	71	53	43	63				
FRL	66	62	67	68	54	44	56				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	55	54	36	58	73	60					
BLK	58	70		75	90						
HSP	59	62		76	85						
MUL				100							
WHT	67	53	49	80	67	54	66				
FRL	68	57	59	78	70	56	63				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	40	33	21	33	33	36	33				
BLK	36			50							
HSP	88			71							
MUL	67			83							
WHT	66	55	34	76	62	63	64				
FRL	62	56	44	70	57	54	59				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	91
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

4th Grade Math BQ students; 5th Grade Math BQ Students:
Half of the 5th grade students received math instruction from a teacher new to the grade level, instructional support was added after the analysis of the first Citrus Assessment; Study Island and Success Maker were not implemented with fidelity; Mid-year, a long term substitute in fourth grade was replaced with a certified teacher; We relied heavily on a variety of supplemental math programs which were not closely monitored.

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

Learning gains in mathematics. Half of the 5th grade students received math instruction from a teacher new to the grade level, instructional support was added after the analysis of the first Citrus Assessment; Study Island and Success Maker were not implemented with fidelity; Mid-year, a long term substitute in fourth grade was replaced with a certified teacher; We relied heavily on a variety of supplemental math programs which were not closely monitored.

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.

Bottom Quartile in Mathematics; State: 46%, RCE: 43%
Half of the 5th grade students received math instruction from a teacher new to the grade level, instructional support was added after the analysis of the first Citrus Assessment; Study Island and Success Maker were not implemented with fidelity; Mid-year, a long term substitute in fourth grade was replaced with a certified teacher; We relied heavily on a variety of supplemental math programs which were not closely monitored.

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

Bottom Quartile Learning Gains in ELA; State: 45%; RCE: 65%
Before school tutoring focused on ELA (Success Maker Teams); increased ELA block (120 minutes); Heavier focus on ELA Citrus Assessment data analysis; targeted Title I interventions in K-5 focused on foundational literacy skills

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance

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

1. Increase student achievement in the area of Math
2. Improve student achievement in Science
3. Maintain an emphasis on student engagement as it relates to small group.
4. We will monitor student attendance with the goal of improvement.
5. We will continue to emphasize the importance of learning gains in ELA.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase student achievement in the area of Math
Rationale	We scored 29% on Math FSA with our bottom quartile in 4th, and 36% on Math FSA bottom quartile in 5th grade.
State the measurable outcome the school plans to achieve	Our 4th and 5th grade bottom quartile learning gains will achieve at or above the state average in the area of Math.
Person responsible for monitoring outcome	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy	We will implement and monitor i-Ready with fidelity.
Rationale for Evidence-based Strategy	It has a proven track record of success in Florida schools. Our pilot school achieved and A this past year.
Action Step	
Description	1. We will monitor the implementation of iReady through data debriefing on a weekly basis. 2. i-Ready implementation will be emphasized in weekly team meetings. 3. We will have quarterly data days to dissect data and determine best practices to meet the needs of students. 4. Teachers will use 4 square in their classrooms to spiral curriculum. 5.
Person Responsible	Sean Furniss (furnisss@citrusschools.org)

#2	
Title	We will increase student achievement in the area of Science.
Rationale	We decreased by 6 points of the FCAT 5th grade Science assessment last year.
State the measurable outcome the school plans to achieve	We will increase our student proficiency by 5% as measured by FCAT Science.
Person responsible for monitoring outcome	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy	We will track and monitor the planning and implementation of standards-based lessons in Science.
Rationale for Evidence-based Strategy	The curriculum was under utilized in past practices. We can extract more resources from the curriculum.
Action Step	
Description	1. Utilize district- based Science TOSA to plan and model standards- based lessons. 2. Continue school-wide STEM days and Science night. 3. Emphasize Science specific vocabulary through word of the week. 4. 5.
Person Responsible	Sean Furniss (furnisss@citrusschools.org)

#3	
Title	Maintain student engagement as it relates to small group in small group instruction
Rationale	Student engagement is imperative to student achievement.
State the measurable outcome the school plans to achieve	In our walkthroughs and observations we will have 90% of our teachers marked as proficient or distinguished under the category "Opportunity and support for participation and meaning making".
Person responsible for monitoring outcome	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy	We will emphasize the 5D tool, specifically as it relates to student engagement.
Rationale for Evidence-based Strategy	Research shows that student engagement is paramount to student achievement.
Action Step	
Description	1. We will observe teaching practices through walkthroughs and observations. 2. We will analyze walkthrough/ observation data during admin meetings 3. TOSA will be used to provide coaching feedback and resources to enhance instruction. 4. 5.
Person Responsible	Sean Furniss (furnisss@citrusschools.org)

#4	
Title	We will monitor student attendance with the goal of improvement.
Rationale	Regular attendance directly impacts student achievement.
State the measurable outcome the school plans to achieve	We will increase overall student attendance by 5%.
Person responsible for monitoring outcome	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy	1. We will monitor student attendance through Skyward on a monthly basis.
Rationale for Evidence-based Strategy	At the school level, attendance has not been an area of focus in recent years. The EWS indicates a need to closely monitor and track student attendance.
Action Step	
Description	1. School personnel will call parents after two consecutive absences. 2. The social worker will visit the student's home after three consecutive absences. 3. Provide a school-based incentive program through the morning show and other school recognition opportunities. 4. Sanford Harmony will reinforce classroom culture and provide a sense of belonging for at-risk students 5.
Person Responsible	Sean Furniss (furnisss@citrusschools.org)

#5	
Title	We will continue to emphasize the importance of learning gains in ELA.
Rationale	While we shift our focus to mathematics, we do not want to lose sight of the strides we made in ELA learning gains over the course of the last year.
State the measurable outcome the school plans to achieve	ELA Learning gains and bottom quartile learning gains will reflect 63% and 65% respectively or higher as measured by FSA ELA grades 4-5. Students in grade levels K-3 will score at or above the district average as measured by EOY Data Source.
Person responsible for monitoring outcome	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy	We will use iReady, FSA ELA, and Data Source K-3 data to determine student progress and plan for differentiation and achievement, specifically those students in the lower 25th percentile. We will incorporate tutoring that will address the needs of our African- American students in ELA. Our iReady Path will allow us to identify the needs of this subgroup, and differentiate accordingly. We will work to continue fostering relationships with these parents so we can rise above 41% on the federal index.
Rationale for Evidence-based Strategy	iReady, FSA ELA, and Data Source K-3 are standards-based assessments which will allow us to collectively pinpoint and address specific areas of need. Our African-American subgroup scored at 40% on the federal index. By addressing the needs of this subgroup in ELA our scores should exceed 41% for the 2020 school year.
Action Step	
Description	1. Analyze iReady data to identify areas of need and celebrate areas of growth 2. Closely track progress of African American students 3. Collaboration among teachers to plan ELA instruction 4. Teachers will emphasize close reading strategies into the 120 minute block. 5. Administration will meet with teachers monthly to discuss data and grade correlations.
Person Responsible	Sean Furniss (furnisss@citrusschools.org)

#6	
Title	We will decrease our amount of students assigned ISS throughout the year.
Rationale	When students are in class they are far more capable of achieving academic and social goals.
State the measurable outcome the school plans to achieve	We will decrease the amount of students in ISS by 10%.
Person responsible for monitoring outcome	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy	We will use Time to Teach and Sanford Harmony to address Tier 1 behaviors and stabilize student conduct. Class Dojo will be used to monitor and communicate behavioral outcomes with students.
Rationale for Evidence-based Strategy	Time to Teach is a research proven program that encourages students to reflect on their behavior choices. Sanford Harmony is a district-approved program that fosters classroom community and empathy for others. Class Dojo monitors and encourages students to make correct choices, and communicates results with both them and their parents.
Action Step	
Description	1. Time to Teach will be used ion each class for Tier 1 behavioral intervention. 2. Sanford Harmony will be used for Meet Up, Buddy Up activities as well as to build classroom community and culture. 3. Class Dojo will be instituted to monitor and communicate lunchtime and class behavioral expectations. 4. Parents will personally communicate with parents when Tier 1 behaviors are extending towards Tier 2. 5.
Person Responsible	Sean Furniss (furnisss@citrusschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will visit classrooms a minimum of three times per week to ensure these recommendations are taking place. We will continue to emphasize these objectives in staff meetings, collaborative sessions, and monthly teacher meetings.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

We will openly communicate with parents, families, and community shareholders through phone calls, newsletters, social media, about any all school events. We will host bi-monthly after school activities that will welcome parents and families to be a part of our educational processes and participants in our school plans.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

We will identify at-risk students, and meet as a team to determine the best course of action for meeting social/ emotional the needs of these students. We will pair at-risk students with a school mentor to ensure that these students have an advocate and mentor for positive growth. Our school counselor and behavior specialist will work with students to provide support for our neediest students. Our students will also use the aspects of Sanford Harmony to provide classroom cultural practices that ensure respect, care, relationships, and citizenship.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We screen students and take into account previous school records when determining best placement for each individual student. For outgoing students, we meet at the end of the year on an annual basis with the destination middle schools to communicate openly about academic and behavioral information relevant to the departing students. We provide transportation for those 5th grade students to attend orientation the in the Spring before their start date.
In the Spring we conduct a Pre-K and kindergarten round up in which we work with parents to provide information, screenings, tours, etc.in order to ensure a smooth transition into Rock Crusher Elementary.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

We use formative assessment data to adjust and enhance our resources to benefit the needs of all students. We meet with parents and staff regularly to ensure these allocations are used to be most impactful to student performance. Sean Furniss- principal, conducts a weekly administrative team meeting to discuss data and teacher/ parent feedback to ensure strategic use of of federal and state services.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We promote team building and community through our STEM days. In addition we will communicate with various business sources to meet with students throughout the year to promote career success.
Our 5th grade students travel to Duke Energy to increase their awareness of job opportunities and potential career paths.
Students have the ability to enhance their future careers through the STEP to CF scholarship. This is presented to students at the end of every year to promote higher learning and broaden their future career possibilities.