

Columbia County School District

# Richardson Sixth Grade Academy



2020-21 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>29</b>
<b>Budget to Support Goals</b>	<b>30</b>

# Richardson Sixth Grade Academy

646 SE PENNSYLVANIA ST, Lake City, FL 32025

<http://rsga.columbiak12.com/>

## Demographics

**Principal: Lisa Lee**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: C (42%) 2016-17: D (34%) 2015-16: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	SIG Cohort 3
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Columbia County School Board.

## SIP Authority

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

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

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

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

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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>30</b>

## Richardson Sixth Grade Academy

646 SE PENNSYLVANIA ST, Lake City, FL 32025

<http://rsga.columbiak12.com/>

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	C	D

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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.**

Richardson Sixth Grade Academy provides a safe and supportive community for all learners, where academic and personal excellence are expected to achieve high levels of success. We embrace the partnership between school, home, and community and are committed to helping our students become part of the global community, celebrate diversity, and meet the challenges and opportunities of the future.

#### **Provide the school's vision statement.**

Richardson Sixth Grade Academy will provide a learning community that empowers students to become lifelong learners and reach their fullest potential while developing supportive relationships that positively impact their future.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Lee, Lisa	Principal	Oversees overall operations of RSGA and serves as the instructional leader of the campus.
Carter, Ed	Assistant Principal	Assists the principal with overseeing operations of the school campus. Specifically oversees student matters and facilities.
Smithy, Stephen	Other	Facilitates over evidence-based practices that result in positive social, emotional, and behavioral support for students.
Kelly, Narvette	Other	Facilitates over evidence-based practices that result in positive academic support for students, engagement of families, and curricular support for students, families, and school-based personnel.
Johnson, Tanya	School Counselor	Facilitates over and engages in evidence-based practices that meet the social, emotional, and academic needs of students.
Douberley, Yvonne	Instructional Coach	Facilitates over evidence-based practices that result in positive academic support for students and instructional support for school-based personnel.
Cason, Mary	Instructional Coach	Facilitates over evidence-based practices that result in positive academic support for students and instructional support for school-based personnel.
Harris, Jessica	Instructional Coach	Facilitates over evidence-based practices that result in positive academic support for students and instructional support for school-based personnel.
Lear, Michelle	Instructional Coach	Facilitates over evidence-based practices that result in positive academic support for students and instructional support for school-based personnel.

## Demographic Information

### Principal start date

Monday 7/1/2019, Lisa Lee

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

21

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

23

**Total number of teacher positions allocated to the school**

38



**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: C (42%) 2016-17: D (34%) 2015-16: C (43%)
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<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	SIG Cohort 3
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	517	0	0	0	0	0	0	517
Attendance below 90 percent	0	0	0	0	0	0	95	0	0	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	31	0	0	0	0	0	0	31
Course failure in ELA	0	0	0	0	0	0	49	0	0	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	50	0	0	0	0	0	0	50
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	53	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	79	0	0	0	0	0	0	79
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	62	0	0	0	0	0	0	62

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	25	0	0	0	0	0	0	25

**Date this data was collected or last updated**

Monday 10/5/2020

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	541	0	0	0	0	0	0	541
Attendance below 90 percent	0	0	0	0	0	0	110	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	103	0	0	0	0	0	0	103
Course failure in ELA or Math	0	0	0	0	0	0	39	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	0	0	85	0	0	0	0	0	0	85

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	91	0	0	0	0	0	0	91

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	33	0	0	0	0	0	0	33

**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	
Number of students enrolled	0	0	0	0	0	0	541	0	0	0	0	0	0	541
Attendance below 90 percent	0	0	0	0	0	0	110	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	103	0	0	0	0	0	0	103
Course failure in ELA or Math	0	0	0	0	0	0	39	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	0	0	85	0	0	0	0	0	0	85

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	91	0	0	0	0	0	0	91

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	33	0	0	0	0	0	0	33

**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	60%	56%	54%	32%	44%	52%
ELA Learning Gains	61%	58%	54%	38%	46%	54%
ELA Lowest 25th Percentile	59%	51%	47%	26%	33%	44%
Math Achievement	74%	66%	58%	35%	50%	56%
Math Learning Gains	70%	65%	57%	31%	47%	57%
Math Lowest 25th Percentile	60%	51%	51%	23%	38%	50%
Science Achievement	0%	51%	51%	31%	47%	50%
Social Studies Achievement	0%	71%	72%	47%	62%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)	Total
	6	
	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	59%	57%	2%	54%	5%
	2018	50%	52%	-2%	52%	-2%
Same Grade Comparison		9%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	73%	69%	4%	55%	18%
	2018	56%	57%	-1%	52%	4%
Same Grade Comparison		17%				
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

## 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	28	52	56	49	62	52					
BLK	35	48	47	56	64	59					
HSP	82	84		79	72						
MUL	74	84		89	68						
WHT	67	63	67	80	72	61					
FRL	48	59	60	63	66	57					
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	13	35	40	28	25	22					
BLK	32	41	33	47	30	20					
HSP	44	47	25	45	20						
MUL	43	33		41	30	31					
WHT	57	54	52	65	33	24					
FRL	44	46	41	55	31	24					
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		14	17	4	15	23		13			
BLK	18	28	20	21	21	18	7	42	32		
HSP	33	44		21	21						
MUL	33	30		40	32			60			
WHT	42	46	34	46	40	27	45	51	46		
FRL	26	36	26	32	28	19	28	45	41		

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	6
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
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%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	79
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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.**

No 2019-2020 data from state assessments. Statewide exemptions from the administration of Florida Standards Assessments were granted by the US DOE due to COVID-19 school closures. Data from Progress Monitoring measures and the Grade 4 Administration of the Florida Standards Assessments were used to determine areas where growth opportunities exist.

Data from Progress Monitoring Assessments shows that

Overall, the current 6th grade cohort is entering demonstrating lower performance as a whole than prior cohorts of Richardson Sixth Grade Academy students. Due to school closures as a result of

COVID-19 and due to student performance on the Grade 4 Florida Standards Assessments, the FY2021 cohort of RSGA students has demonstrated performance significantly lower than prior cohorts of students. The 5th grade data for the FY2020 cohort of students shows trends that are similar. The same subgroups of students (African American, Students with Disabilities, and Economically Disadvantaged students) lag behind their peers in performance on the Florida Standards Assessments. The lowest quartile of our incoming cohort of students showed significantly lower learning gains than the general student population. Our lowest quartile of students are not showing growth at a rate needed to close the achievement gap.

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

Due to school closures as a result of COVID-19, there was no Florida Standards Assessments administered during the 2019-2020 school year. In the 2019-2019 school year, there were no categories data that indicate a decline in any subject or subgroup.

**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.**

No 2019-2020 data for statewide assessments. In both Language Arts and Mathematics, Richardson Sixth Grade Academy exceeded the district and state averages of performance during the 2018-2019 school year. The most significant gap was the fourteen point difference between RSGA students (74% average) and the performance of students in mathematics across the state (55%). Three years ago, the decision was made by the Columbia County School District to restructure how students in the middle grades are served. All 6th-grade students are now served on a single campus, Richardson Sixth Grade Academy. Because only two years of FSA performance data exist for our campus, and performance between the first and second year varied, it is difficult to determine factors that contribute. In 2017-2018, RSGA's students performed close to state averages. In 2018-2019, students performed above the district and state averages.

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

No 2019-2020 data from state assessments. Statewide exemptions from the administration of Florida Standards Assessments were granted by the US DOE due to COVID-19 school closures. Data from Progress Monitoring Assessments shows that the 2019-2020 cohort of RSGA students made improvement in the Numbers and Operations section of the iReady Winter Diagnostic Tests. Students received daily practice using the iReady platform. Facts mastery was emphasized in Mathematics classes through the use of the Math Facts in a Flash program.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

1. During the 2018-2019 school year, 53 students scored at Level 1 on the English Language Arts Grade 4 Florida Standards Assessment.
2. During the 2018-2019 school year, 79 students scored at Level 1 on the Mathematics Grade 4 Florida Standards Assessment.

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

1. Increase student achievement in English Language Arts and Mathematics.
2. Narrow the achievement gap between Lowest Quartile Students and the general student population in English Language Arts
3. Narrow the achievement gap between Lowest Quartile Students and the general student population in Mathematics



4. Increase student achievement in Math through Science and S.T.E.M
5. Increase Parent and Family Engagement in accomplishing 2020-2021 Schoolwide Improvement Goals

### Part III: Planning for Improvement

#### Areas of Focus:

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

Increasing student achievement in English Language Arts and Mathematics  
By providing web-based software geared towards the Florida Standards in Language Arts and Mathematics, each student will have the opportunity to receive individualized instruction. Research and evidenced based programs will be utilized. Instruction and interventions will be specifically tailored based on each student's area of need, allowing for both acceleration and remediation within each discipline.

**Area of Focus Description and Rationale:** By providing supplemental educational materials and resources geared towards the Florida Standards in Language Arts and Mathematics, every student will receive instruction through resources structured in a format similar to what students will see on Florida Standards Assessments. The research and evidence-based resources provided will aid teachers in differentiating instruction to address individual needs of students.

By providing embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum, RSGA will provide teachers with consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that are focused on the learning needs of students that is unique to the school.

**Measurable Outcome:** RSGA students will show an increase in student achievement and learning gains by 4% in English Language Arts and 4% in Mathematics when compared to the 2018-2019 results from the Florida Standards Assessments.

**Person responsible for monitoring outcome:** Lisa Lee (leel@columbiak12.com)

**Evidence-based Strategy:** Using assessment to drive instruction

**Rationale for Evidence-based Strategy:** Upon analyzing the data of the 2017-2018 cohort of RSGA students, many changes in instruction, delivery, and evaluation were made that resulted in positive gains in all evaluated subgroups on the 2019 Administration of the Florida Standards Assessments. By using assessments as a tool to drive and improve instruction, practices can be implemented to encourage student achievement based on strategies that engage students and raise student achievement.

**Action Steps to Implement**

Conduct Title I Comprehensive Needs Assessment – Professional Learning component to diagnose professional learning needs of teachers.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Conduct Team Data Days to identify students in need of additional academic, social, and emotional support through the Response to Intervention process/ MTSS, mentoring, counseling, and truancy conferences.

**Person Responsible** Yvonne Douberley (douberlyy@columbiak12.com)

Determine individual teachers in need of specific professional learning opportunities based on the results from the Title I Comprehensive Needs Assessment and iReady Diagnostic Assessments. Use of

Instructional Coaches to provide embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Develop and implement a Professional Development Calendar for the 2020-2021 school year based on teacher needs, teacher feedback, and district-based initiatives.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Provide teachers with training in project-based learning for teachers of Advanced/ AP students.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Secure training for teachers about strategies for meeting the needs of Students with Disabilities (Training provided through FDLRS).

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Offer training for Google Suite and other web-based platforms to build the capacity of teachers to engage in online instruction.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Provide support for teachers in disaggregating Fall iReady Diagnostic Test results and using Performance Matters Pre-Test Data to plan for instruction.

**Person Responsible** Michelle Lear (learn@columbiak12.com)

Provide teachers with training in using resources within the iReady platform to differentiate instruction.

**Person Responsible** Yvonne Douberley (douberlyy@columbiak12.com)

Research evidence-based best practices in vocabulary instruction through the RSGA Literacy Team.

**Person Responsible** Jessica Harris (harrisj2@columbiak12.com)

Monitor integration of vocabulary instruction throughout the year in all classes. Elective teachers will teach vocabulary strategies and academic vocabulary words through their domains, implementing ELA and Math strategies into instruction, documenting into lesson planning.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Provide web-based software that provides individualized instruction for students. This is to include iReady, Renaissance Learning MyON/AR/Math, Study Island, BrainPOP, Quizlet, Flocabulary, Ready FL Teacher Toolbox site license, and software for one copier to prepare translated materials for ELL students (Xerox translator), and/ or additional software that will address the needs of ELL students.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Provide Boxlight Mimio licenses to core classroom teachers and training in the use of the technology for effective teaching and modeling of lessons using web-based platforms.

**Person Responsible** Ed Carter (cartere@columbiak12.com)

Utilize Performance Matters and Unify web-based platforms for pre-tests, post- tests, cumulative assessments to track growth and monitor progress.

**Person Responsible** Mary Cason (casonm@columbiak12.com)

Use a Curriculum Resource Teacher to provide curricular resources and effective supplemental instructional materials, and to train in the use and implementation of the materials coordinate each school's Title I program, including parent and family engage activities, in order to maximize efforts to increase student achievement.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Provide supplemental materials and supplies that supplement classroom instruction (Mentoring Minds workbooks, Ready FL resources, SNAP reading etc.) and enhance preparation of students for the Florida Standards Assessments.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Monitor incorporation & integration of Language Arts instruction in all curricular areas, and mathematics into science instruction.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Monitor integration of writing instruction in text-based writing across all curricular areas.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Implement iReady practice into instruction using grouping structures designed to target individual and group needs.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Implement an iReady incentive program to encourage active student participation and growth.

**Person Responsible** Jessica Harris (harrisj2@columbiak12.com)

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

Narrow the achievement gap between Lowest Quartile Students and the general student population in English Language Arts

Only 25% of students in the lowest quartile of the 2019-2020 cohort of Richardson Sixth Grade Academy demonstrated learning gains on the 2019 4th Grade Administration of the English Language Arts Florida Standards Assessment. (There was no 2020 5th Grade Administration of the FSAs due to COVID-19.) Many of Richardson Sixth Grade Academy's students who are in the lowest quartile or under-performing in English Language Arts based on Florida DOE School Grade Criteria are African American, Hispanic, Students with Disabilities, students learning English as a Second Language and/or students from Migrant families. Many RSGA students in this group are also economically disadvantaged. Students coming from environments of need often have less opportunities outside of school to receive support for their learning. Through experience, students in high poverty schools typically do not stay after school to attend sports and other activities due to lack of transportation, resources, and due to additional responsibilities at home. Consequently, schools are able to effectively apply some strategies to a captive group of struggling students.

**Measurable Outcome:**

At least 50% of RSGA lowest-quartile students will demonstrate learning gains in English Language Arts when compared to the 2018-2019 results from the Florida Standards Assessments.

**Person responsible for monitoring outcome:**

Lisa Lee (leel@columbiak12.com)

**Evidence-based Strategy:**

Setting Objectives and Providing Timely Feedback/ Reinforcing Effort & Providing Recognition

**Rationale for Evidence-based Strategy:**

All students need daily encouragement and opportunities to experience growth while learning. Jere Brophy, author of "Motivating Students to Learn", states that goals, not content coverage or learning processes, provide the rationale for curriculum and instruction. Building relationships with students and getting students involved in determining their individual goals-- and frequently offering timely, ongoing feedback to students will also encourage student achievement and narrow the achievement gap. These strategies are among strategies cited in the work of Robert Marzano, researcher and author of many books, including the texts Classroom Instruction That Works and The New Art and Science of Teaching. Students are generally most responsive to the people they can associate with positive experiences. "It's people, not programs, that make the difference." - Todd Whitaker, author of "What Great Teachers Do Differently" and "What Great Principals Do Differently".

**Action Steps to Implement**

Identify lowest quartile and "bubble" students in Language Arts.

**Person Responsible**

Jessica Harris (harrisj2@columbiak12.com)

Conduct Team Data Days to identify students in need of additional academic, social, and emotional support through the Response to Intervention process/ MTSS, mentoring, counseling, and truancy conferences.

**Person Responsible**

Lisa Lee (leel@columbiak12.com)

Monitor to ensure teacher use of data obtained from web-based assessments for conducting Data Chats in Mathematics at least each 9-week period.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Emphasize the information that is shared in Data Chats with students in order to further differentiate classroom instruction, resources based on the individual needs of students.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Secure interventions and additional services for students who need them.

**Person Responsible** Tanya Johnson (johnsont@columbiak12.com)

Use of paraprofessionals to provide additional support to students in small group or one-to-one differentiated instruction in ELA and Math to targeted students that are not meeting proficiency requirements.

**Person Responsible** Ed Carter (cartere@columbiak12.com)

Provide small group intervention for students through the Leveled Literacy Intervention program (LLI).

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Utilize iReady, Accelerated Reader, Flocabulary, FL Ready online resources to provide individualized instruction for each student.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Track the implementing and documentation of the use of evidence-based practices that will raise the student achievement of students of color, Students with Disabilities, English Language Learners, migrant students, and economically disadvantaged students.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Provide web-based software that provides individualized instruction for students. This is to include iReady, Renaissance Learning MyON/AR/Math, Study Island, BrainPOP, Quizlet, Flocabulary, Ready FL Teacher Toolbox site license, and software for one copier to prepare translated materials for ELL students (Xerox translator), and/ or additional software that will address the needs of ELL students.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Use of personnel to provide struggling students, including but not limited to ELL and Migrant students, with additional time for one-on-one tutoring before school and/ or during the school day.

**Person Responsible** Tanya Johnson (johnsont@columbiak12.com)

Emphasize the information that is shared in Data Chats in order to further differentiate classroom instruction based on the individual needs of students.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

**#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** Narrow the achievement gap between Lowest Quartile Students and the general student population in Mathematics  
Only 11% of students in the lowest quartile of the 2020-2021 cohort of Richardson Sixth Grade Academy demonstrated learning gains on the 2019 4th Grade Administration of the Mathematics Florida Standards Assessment. (There was no 2020 5th Grade Administration of the FSAs due to COVID-19.) Many of Richardson Sixth Grade Academy's students who are in the lowest quartile or under-performing in Mathematics based on Florida DOE School Grade Criteria are African American, Hispanic, Students with Disabilities, students learning English as a Second Language and/or students from Migrant families. Many RSGA students in this group are also economically disadvantaged. Students coming from environments of need often have less opportunities outside of school to receive support for their learning. Through experience, students in high poverty schools typically do not stay after school to attend sports and other activities due to lack of transportation, resources, and due to additional responsibilities at home. Consequently, schools are able to effectively apply some strategies to a captive group of struggling students.

**Measurable Outcome:** At least 50% of RSGA lowest-quartile students will demonstrate learning gains in Mathematics as compared to the 2018-19 FSAs results.

**Person responsible for monitoring outcome:** Yvonne Douberley (douberlyy@columbiak12.com)

**Evidence-based Strategy:** Setting Objectives and Providing Timely Feedback/ Reinforcing Effort & Providing Recognition

**Rationale for Evidence-based Strategy:** All students need daily encouragement and opportunities to experience growth while learning. Jere Brophy, author of "Motivating Students to Learn", states that goals, not content coverage or learning processes, provide the rationale for curriculum and instruction. Building relationships with students and getting students involved in determining their individual goals-- and frequently offering timely, ongoing feedback to students will also encourage student achievement and narrow the achievement gap. These strategies are among strategies cited in the work of Robert Marzano, researcher and author of many books, including the texts Classroom Instruction That Works and The New Art and Science of Teaching. Students are generally most responsive to the people they can associate with positive experiences. "It's people, not programs, that make the difference." - Todd Whitaker, author of "What Great Teachers Do Differently" and "What Great Principals Do Differently".

**Action Steps to Implement**

Identify lowest quartile and "bubble" students in Mathematics.

**Person Responsible** Yvonne Douberley (douberlyy@columbiak12.com)

Conduct Team Data Days to identify students in need of additional academic, social, and emotional support through the Response to Intervention process/ MTSS, mentoring, counseling, and truancy conferences.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Monitor to ensure teacher use of data obtained from web-based assessments for conducting Data Chats in Mathematics at least each 9-week period.



**Person Responsible** Lisa Lee (leel@columbiak12.com)

Monitor the further differentiation of classroom instruction and use of resources based on information shared in Data Chats with students.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Secure interventions and additional services for students who need them.

**Person Responsible** Tanya Johnson (johnsont@columbiak12.com)

Use of personnel to provide additional support to students in small group or one-to-one differentiated instruction in Math, including proficiency in basic facts, to targeted students that are not meeting proficiency requirements.

**Person Responsible** Yvonne Douberley (douberty@columbiak12.com)

Assign a mentor to each bubble student and lowest-quartile student to encourage the student in all areas and build relationships.

**Person Responsible** Stephen Smithy (smithys@columbiak12.com)

Maintain monitoring records of mentor/ mentee meetings.

**Person Responsible** Stephen Smithy (smithys@columbiak12.com)

Monitor utilization of iReady Freckle, Flocabulary, FL Ready online resources to provide individualized instruction for each student.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Track the implementation and documentation of the use of evidence-based practices that will raise the student achievement of students of color, Students with Disabilities, English Language Learners, migrant students, and economically disadvantaged students.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Provide web-based software that provides individualized instruction for students. This is to include iReady, Renaissance Learning MyON/AR/Math, Study Island, BrainPOP, Quizlet, Flocabulary, Ready FL Teacher Toolbox site license, and software for one copier to prepare translated materials for ELL students (Xerox translator), and/ or additional software that will address the needs of ELL students.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

Use of personnel to provide struggling students, including but not limited to ELL and Migrant students, with additional time for one-on-one tutoring before school and/ or during the school day.

**Person Responsible** Tanya Johnson (johnsont@columbiak12.com)

Provide an Intensive Math Teacher to expand the number and frequency of differentiated and small group instructional sessions taking place in classrooms.

**Person Responsible** Lisa Lee (leel@columbiak12.com)



**#4. Instructional Practice specifically relating to Science**

<b>Area of Focus Description and Rationale:</b>	<p>Increase student achievement in Math while increasing student achievement in Science and through the exploration of S.T.E.M</p> <p>There are many Mathematics Florida Standards that integrate seamlessly into science instruction and through S.T.E.M. integration. Even though the domain of science is not tested as a part of the 6th grade Florida Assessments, it is critical for RSGA's teachers to continually emphasize mathematics standards through the sciences and S.T.E.M. in order to develop the scientific knowledge and mathematical computational ability of students in preparation for assessments students will take as eighth graders. (Note: All Action Steps where "Nancy Brannaka's" name is listed are implemented by all Science Teachers.)</p>
<b>Measurable Outcome:</b>	By the end of the year 60% of RSGA students will demonstrate an average of 60% or higher as measured by the end-of-year Performance Matters Science Assessment.
<b>Person responsible for monitoring outcome:</b>	Lisa Lee (leel@columbiak12.com)
<b>Evidence-based Strategy:</b>	<p>Integration of scientific process and hands-on learning experiences through the use of manipulatives/ models, experiments, and labs</p> <p>This strategy was inspired by the work of Dr. Marcia Tate, former Director of Professional Development of the DeKalb County, Georgia Public Schools. Dr. Tate's series of resources that spiraled from her original "Worksheets Don't Grow Dendrites" encourages teachers to incorporate strategies rooted in brain-based learning theories. Instruction in science and the use of scientific processes increases each student's ability to think, learn, solve problems and make informed decisions. Focus on these domains also increases the awareness of students about Science and S.T.E.M.-related career fields, ensuring the sustainability of professions that our world has come to depend on (scientists, doctors, nurses, meteorologists, etc.). Emphasis on the engagement of students through hands-on science experiences and S.T.E.M. can also have a strong impact on mathematical performance. At Richardson Sixth Grade Academy, mathematics standards are integrated into science instruction.</p>
<b>Rationale for Evidence-based Strategy:</b>	

**Action Steps to Implement**

Use Interactive Notebooks in all classrooms on a daily basis.

**Person Responsible** Nancy Brannaka (brannakan@columbiak12.com)

Integrate note-taking strategies into instruction (ex. Cornell notes).

**Person Responsible** Nancy Brannaka (brannakan@columbiak12.com)

Incorporate real-life investigations into instruction through the use of technology/ web-based programs and resources (Discovery Education, Minecraft Education, videos, etc.).

**Person Responsible** Nancy Brannaka (brannakan@columbiak12.com)

Incorporate supplemental evidence-based resources into science instruction (materials for hands-on experimentation and exploration, etc.).

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Implement weekly demonstrations and experimentation using the scientific process based on and as outlined in the Florida Next Generation State Standards.

**Person Responsible** Nancy Brannaka (brannakan@columbiak12.com)

Create group and individual student projects based on the scientific processes.

**Person Responsible** Nancy Brannaka (brannakan@columbiak12.com)

Integrate STEM strategies and mathematics standards into science instruction, and specifically targeted science and mathematics standards into S.T.E.M. elective classes.

**Person Responsible** Nancy Brannaka (brannakan@columbiak12.com)

Host S.T.E.M. and science-based night to build the capacity of parents to engage their children in STEM experiences at home.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Encourage at-home involvement of parents in scientific investigations through parent trainings, science fairs, and STEM/science events.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Integrate iReady/ Ready Florida Mathematics instructional practice into Science curriculum.

**Person Responsible** Nancy Brannaka (brannakan@columbiak12.com)

**#5. Other specifically relating to Parent and Family Engagement****Area of Focus Description and Rationale:**

Increase Parent and Family Engagement in accomplishing 2020-2021 Schoolwide Improvement Goals

RSGA will use the Curriculum Resource Teacher (CRT) to encourage parent and family engagement. The CRT serves multiple purposes through working with classroom teachers, resource teachers, paraprofessionals and tutors to provide curricular resources and effective supplemental materials that can support teachers and by fostering positive relationships with families. In addition, the CRT works with parents and family members in providing resources and training in the use of the resources to build the capacity of each parent or family member to help children academically at home.

Through constant contact with families, RSGA will be able to specifically tailor parent and family engagement offerings to address the needs of students from the families that are served. The CRT coordinates each school's Title I program, including parent and family engagement activities, in order to maximize efforts to increase student achievement.

**Measurable Outcome:**

By the end of the 2020 - 2021 school year, proficiency in ELA, Math, and Science will increase by 4% as compared to the 2018-19 FSAs results and iReady Diagnostic results of the 2020-2021 cohort of students through the implementation of the Parent and Family Engagement Plan.

**Person responsible for monitoring outcome:**

Narvette Kelly (kellyn@columbiak12.com)

**Evidence-based Strategy:**

Establish a culture that engages every family.

**Rationale for Evidence-based Strategy:**

The work of Dr. Steve Constantino, author of "Engaging Every Family" and the work of Dr. Karen Mapp, professor at Harvard University, drives the focus of Parent & Family Engagement at RSGA for the 2020-2021 school year. As the school community of Richardson Sixth Grade Academy and the Columbia County School District becomes increasingly diverse, it has become a necessity for RSGA to investigate our current practices and determine to go to any lengths to engage the families of all students. We must ensure they feel welcomed as a part of the school community.

**Action Steps to Implement**

Conduct Title I Comprehensive Needs Assessment to diagnose needs related to Parent and Family Engagement.

**Person Responsible**

Narvette Kelly (kellyn@columbiak12.com)

Establish a Parent and Family Engagement Focus Team to investigate needs.

**Person Responsible**

Narvette Kelly (kellyn@columbiak12.com)

Administer Parent Input survey to incoming cohort of parents.

**Person Responsible**

Narvette Kelly (kellyn@columbiak12.com)

Revise and implement Title I Parent and Family Engagement Plan for Richardson Sixth Grade Academy based on results.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Devise and implement a plan to make connections with the families of lowest quartile students.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Conduct periodic teacher trainings on engaging families as a part of the Title I Parent and Family Engagement Plan.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Encourage engagement and at-home involvement of parents in helping students achieve mastery of Florida Standards through parent trainings, academic fairs, showcases, and STEM/ science events. Host academic nights to build the capacity of parents to engage their children in learning experiences at home.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Make connections with the families of students of all subgroups.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Implement practices based on evidence cited in research and through parent responses on input surveys to engage more families.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Differentiate in-person and virtual/ web-based parent offerings to accommodate the needs and schedules of parents.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Utilize Remind app, School Messenger, e-mail, social media, phone calls, mailings, newsletters, and flyers to differentiate forms of communication in order to reach all parents.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

Engage in ongoing dialogue with families through identified streams of contact and through the RSGA School Advisory Council.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Results from the Richardson Sixth Grade Academy 2020-2021 Comprehensive Needs Assessment for Richardson Sixth Grade Academy revealed concerns on campus in connection with the climate of the school. In the Spring of 2020, a School Climate Committee was formed to address issues involving teacher and staff morale, the social and emotional development of students, character education, and schoolwide policies/ procedures that support a welcoming, caring, yet structured school environment. Schoolwide processes and procedures were established and communicated to students through a revised student handbook. All staff were trained in protocols and procedures as established by the work of the committee. To encourage more students to engage in positive actions, a weekly incentive program now exists to highlight RSGA students who engage in positive actions. A culture of consistency was established through C.H.A.M.P.S. procedures and a philosophy grounded in establishing Love and Logic classrooms. The work of the School Climate Committee is ongoing as the committee will meet throughout the 2020-2021 school year to monitor our progress and address new concerns that arise.**

## Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Richardson Sixth Grade Academy is committed to helping our students become part of the global community, celebrate diversity, and meet the challenges and opportunities of the future. We embrace the collaborative relationship between students, families, and the larger community. Annually, RSGA completes a Comprehensive Needs Assessment (CNA) - engaging all stakeholders in the participation process. The 2019-2020 school year assessment indicated a need to place more emphasis on the climate of our school. A School Climate Committee was formed made up of teachers, support professionals, and administration with consultation and input from parents/ community members due to COVID-19 school closures. The work of this committee centers on creating an environment that is safe and supportive for all stakeholders while cultivating a culture of trust and high expectations.

We encourage our students to have an active voice our school community through involvement in a number of student organizations on campus. Through clubs and organizations, students have an opportunity to build relationships with their peers and invest their gifts and talents through the vehicle of a common cause. The principal also encourages students to share ideas for enhancing our campus community along with an action plan for bringing about changes they would like to see. A social emotional learning curriculum is implemented schoolwide to support the social and emotional development of all students. RSGA pushes our students to develop "The Academy Attitude" and to be "Next Level Students" by engaging in positive

recognition of students who are academically achieving and demonstrating good character on a consistent basis.

RSGA seeks to engage families and community in the school experience. We build positive relationships by establishing two-way communication through use of School Messenger, the school's website, social media platforms, electronic communications and by phone to encourage their involvement in school-based initiatives. The school community will offer opportunities for all stakeholders to be included in the Title I Schoolwide Planning process and seeks input on activity and funding priorities for the Schoolwide Plan by using the RSGA School Advisory Council meetings as a forum for public input. Feedback surveys/questionnaires will be utilized to solicit input as well. RSGA also wants to provide numerous opportunities for parents to attend events involving their students - especially those that will build their capacity to support the education of their children. This also includes transition events, field trips, academic competitions, and activities that showcase student achievement.

Members of the community will be encouraged to become engaged in RSGA's mission and initiatives through the use of the school-based Volunteer Coordinator/ Parent & Family Engagement Liaison. The Richardson Sixth Grade Academy Parent and Family Engagement Plan outlines how we engage with our proximal stakeholder groups and gives a descriptive of how we partner with broader stakeholder groups in our community. By building relationships and encouraging involvement at Richardson Sixth Grade Academy, RSGA's students will have the opportunity to see themselves and their school as a part of a community of people that is strong, supportive and caring.

#### Parent Family and Engagement Plan (PFEP) Link

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

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$15,660.82
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0031 - Richardson Sixth Grade Academy	Title V, Part B		\$5,664.41
Notes: Accelerated Reader License (Areas of Focus - 1 and 2)						
	5100	369-Technology-Related Rentals	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$435.00
Notes: Quizlet License (Areas of Focus - 1, 2, and 3)						
	5100	369-Technology-Related Rentals	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$2,000.00
Notes: Flocabulary (Areas of Focus - 1, 2, 3, and 4)						
	5100	369-Technology-Related Rentals	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$3,230.00
Notes: Ready FL ELA Site License (Areas of Focus - 1 and 2)						
	5100	369-Technology-Related Rentals	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$2,800.00
Notes: Xerox copier (Areas of Focus - 1, 2, 3 and 4)						



	5100	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$405.41
			<i>Notes: Supplementary Supplies for Classrooms</i>			
	6400	750-Other Personal Services	0031 - Richardson Sixth Grade Academy	Title II		\$452.00
			<i>Notes: Data Days (Areas of Focus - 1 and 4)</i>			
			0031 - Richardson Sixth Grade Academy	Title II		\$114.00
			<i>Notes: Peer Observations/ Mentoring</i>			
	6400	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$200.00
			<i>Notes: Professional Development Supplies and Materials (Areas of Focus - 1, 2, 3 and 4)</i>			
	6400	750-Other Personal Services	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$114.00
			<i>Notes: Peer Observations/ Mentoring</i>			
	6400	750-Other Personal Services	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$246.00
			<i>Notes: Workshops and Trainings (Areas of Focus 1,2,3, and 4)</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$2,344.82</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	750-Other Personal Services	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$570.00
			<i>Notes: Data Days</i>			
	6400	750-Other Personal Services	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$114.00
			<i>Notes: Peer Observations/ Mentoring</i>			
	6400	750-Other Personal Services	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$246.00
			<i>Notes: Workshops and Trainings</i>			
	5100	519-Technology-Related Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$255.41
			<i>Notes: Supplementary Supplies for Classrooms</i>			
	6400	750-Other Personal Services	0031 - Richardson Sixth Grade Academy	Title II		\$452.00
			<i>Notes: Data Days</i>			
	6400	750-Other Personal Services	0031 - Richardson Sixth Grade Academy	Title II		\$452.00
			<i>Notes: Data Days</i>			
	5100	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$255.41
			<i>Notes: Supplementary Supplies for Classrooms</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$1,395.41</b>

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$255.41
			<i>Notes: Supplementary Supplies for Classrooms</i>			
	6400	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$570.00
			<i>Notes: Data Days</i>			
	6400	750-Other Personal Services	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$570.00
			<i>Notes: Data Days</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$1,891.58</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0031 - Richardson Sixth Grade Academy			\$1,500.00
			<i>Notes: Ben Roy Science Zone Hands-On Science</i>			
			0031 - Richardson Sixth Grade Academy			\$391.58
			<i>Notes: STEM Materials and Supplies</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Parent and Family Engagement</b>				<b>\$2,324.32</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$424.32
			<i>Notes: Materials and Supplies - Resource Room</i>			
	6150	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$1,600.00
			<i>Notes: Parent and Family Engagement - Building Capacity through Communication - Agenda Planners</i>			
	6150	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$250.00
			<i>Notes: Parent and Family Engagement - Building Capacity through Science and STEM Events</i>			
	6150	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$50.00
			<i>Notes: Parent and Family Engagement - Building Capacity through Take Your Child to School Events (Moms/ Dads)</i>			
<b>Total:</b>						<b>\$23,616.95</b>