Richardson Sixth Grade Academy

2021-22 Schoolwide Improvement Plan

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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: 7/8/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (64%) 2017-18: C (42%) 2016-17: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	SIG Cohort 3
Year	
Support Tier	
ESSA Status	
* 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.

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	C

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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	Position Title	Job Duties and Responsibilities
Lee, Lisa	Principal	Supervises all operations at RSGA and serves as the instructional leader of the campus.
Adams, Sean	Assistant Principal	Assists the principal with operation of the school campus. Specifically oversees student matters and facilities.
Cason, Mary	Instructional Coach	Facilitates over evidence-based practices that result in positive academic support for students and instructional support for 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.
Kelly, Narvette	Curriculum Resource Teacher	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.

Demographic Information

Principal start date
Monday 7/8/2019, 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.*

2

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.*

9

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

491

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

5

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

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	491	0	0	0	0	0	0	491
Attendance below 90 percent	0	0	0	0	0	0	89	0	0	0	0	0	0	89
One or more suspensions	0	0	0	0	0	0	33	0	0	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	27	0	0	0	0	0	0	27
Course failure in Math	0	0	0	0	0	0	45	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	73	0	0	0	0	0	0	73
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	104	0	0	0	0	0	0	104
Number of students with a substantial reading deficiency	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	104	0	0	0	0	0	0	104

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	2	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	20	0	0	0	0	0	0	20

Date this data was collected or last updated

Friday 10/8/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	56%	54%	49%	50%	53%
ELA Learning Gains				61%	58%	54%	49%	51%	54%
ELA Lowest 25th Percentile				59%	51%	47%	42%	42%	47%
Math Achievement				74%	66%	58%	58%	56%	58%
Math Learning Gains				70%	65%	57%	32%	43%	57%
Math Lowest 25th Percentile				60%	51%	51%	22%	34%	51%
Science Achievement					51%	51%		47%	52%
Social Studies Achievement					71%	72%		67%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	59%	57%	2%	54%	5%
Cohort Comparison						

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	73%	69%	4%	55%	18%
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**
2021					
2019					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Richardson Sixth Grade Academy uses the i-Ready online platform provided through Curriculum Associates, LLC as the primary progress monitoring tool for all students in Reading and Mathematics. Students take the i -Ready Diagnostic Assessment in Fall, Winter and Spring of each school year. i-Ready identifies specific skills each student needs to develop across multiple domains, each student's areas of strength, and measures academic growth through the school year. For all other subjects, Performance Matters assessments are given at the end of each 9-week period.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	42	23
	Economically Disadvantaged	31	42	23
	Students With Disabilities	13	20	10
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	45	36
	Economically Disadvantaged	21	45	36
	Students With Disabilities	10	24	17
	English Language Learners	0	33	33

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	33	38	25	31	29					
BLK	31	33	25	36	38	42					
HSP	63	68		55	38						
MUL	70	74		59	63						
WHT	66	61	47	68	47	24					
FRL	44	42	30	46	38	35					

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					

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	288
Total Components for the Federal Index	6
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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

English Language Learners	
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	34
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	56
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	67
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	52
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Students consistently struggle with vocabulary across content areas as evidenced by progress monitoring assessments. These two areas affect achievement in all subjects.
Students also consistently struggle with Expressions and Equations in mathematics.
Male students consistently score higher in mathematics than in Language Arts.
Most subgroups (Black, Hispanic, Multiracial, Students with Disabilities, Males, Homeless, and Economically Disadvantaged students), scored below the average in English Language Arts and Mathematics achievement.
Lowest quartile students fail to make adequate gains at the rate of the general population.
A disproportionate number of Students with Disabilities are African American students and male students, impacting more than one area on the Federal Index.
Students from ethnic minority subgroups are also counting as economically disadvantaged students, impacting more than one area on the Federal Index.
As students transition from fifth grade to sixth grade, proficiency rates in Language Arts and Math tend to drop significantly. The 2018-2019 school year was an exception partially due to an inability to finish addressing all math standards during the 2017-2018 school year.

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

Data from progress monitoring assessments for the current cohort of students shows that overall, the current cohort demonstrates lower performance as a whole when compared to cohorts of Richardson Sixth Grade Academy students who attended prior to 2020 COVID-19 school closures. The 5th grade state assessment data for prior year's 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.

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

RSGA has a large population of children who come from economically disadvantaged backgrounds. They've had fewer opportunities to engage in language experiences and are exposed to fewer experiences that build background knowledge for school success. Across subgroups, students demonstrate weaknesses in vocabulary acquisition and in comprehension of informational texts. Less than 20% of our students were proficient in the Writing Domain of the 2021 Administration of the FSAs. A lack of vocabulary acquisition can affect achievement in all subjects.

In mathematics, many students entered 6th grade lacking basic math skills, a barrier that impacts their ability to access the mathematics curriculum. New domains are introduced in Mathematics when students enter sixth grade, assuming all foundational skills have been mastered. The math assessments students take require students to focus on multiple skills at a time, confusing many students. A lack of autonomy among students is also a contributing factor. Teachers report that students do not utilize the tools and strategies provided for them to ensure success (notes taken in class, step-by-step procedures for solving problems, working out problems on paper, manipulatives, study aids, etc.)

RSGA plans to expand opportunities for students to write across the curriculum. The Collins Writing framework will be used schoolwide. We will also integrate experiences to use academic vocabulary in various contexts, building word knowledge of our students in all subjects. In mathematics, RSGA will provide educational software for students an opportunity to build basic skills needed to access the sixth grade curriculum.

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

Mathematics achievement increased significantly across all subgroups on the 2019 state assessments.

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

RSGA hired a new Intensive Math teacher who aligned the Grade 6 Florida Math Standards with curriculum in science, STEM and other subjects. The teacher also pulled small groups of struggling math students during their elective courses for Intensive Remediation. Additional support for students struggling in math was provided through use and monitoring of the Accelerated Math program by Renaissance Learning.

As a department, a commitment was made to follow timelines indicated in the CCSD Curriculum Map for Mathematics, even if students were not progressing according to the timelines indicated. Additional instruction and targeted practice of math skills in the RSGA After School program. Targeted iReady instructional practice and Countdown to Sixth Grade FSA packets were utilized in all classes to fill gaps that still existed. These strategies led to the department finishing the state curriculum before testing and extra time to revisit areas where students continued to struggle.

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

- Reinstate an After School program at RSGA where transportation is provided.
- Use of educational online software to address and fill in learning gaps.
- Additional personnel to provide small group instruction, intensive remediation, one-on-one support and tutoring
- Small group instruction, one-on-one tutoring and Intensive Remediation to fill learning gaps
- Schoolwide emphasis on developing the written communications of students
- Schoolwide emphasis on building students' vocabulary
- Follow CCSD Curriculum Maps and timelines indicated in the District's pacing guides, offering scaffolds and interventions to address unfinished learning.
- A summer enrichment program designed to transition incoming students from 5th grade to 6th grade

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

Collins Writing Across the Curriculum
Training in the implementation of Florida's Language Arts and Mathematics B.E.S.T. Standards
Supporting Students with Disabilities in the Regular Classroom
Faculty Book Study of the text "Next Level Teaching" by Jeremy Anderson (Team/ Department small groups)
Data Days to review data and implementation of evidence-based strategies to close achievement gaps
Training and support in use of online educational software designed to accelerate instruction (Nearpod, Flocabulary, BrainPOP, Reflex, iReady, GoGuardian, Ready FL Toolbox, Freckle, etc.)
Continue Book Study of the text "Engage Every Family" by Dr. Steve Constantino (small group - Parent & Family Engagement Team)
Training in Working with Parents to Build their Capacity to Support the Education of their children

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

RSGA will continue to offer our transition events designed to build relationships with our students and families. Each year, we host a Red Carpet Event designed to provide incoming students with an orientation to the school.
A commitment to building relationships with our students is key to our success as a school. Students must know that we care before they care to know the grade level standards we are tasked with presenting.

Annual review of success of services, strategies, resources, and interventions implemented is essential for Richardson Sixth Grade Academy. As a one year school, we have a different cohort each year, and each year's cohort has been distinct in regards to their general, academic, social, and emotional needs. Through use of our personnel (Administrators, Guidance Counselor, Instructional Coach, Curriculum Resource Teacher, Support Staff, Classroom Teachers, Non-Instructional Staff), families, and community members, we can work to ensure that the needs of our students are met so conditions exist that will lead to improvement. The ability to provide tangible resources and interventions fluctuates from year to year based on available funding. Even if in short supply, human capital will always exist. It's people, not programs that make the difference. (T. Whitaker, 2002, What Great Teachers Do Differently.).

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	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. 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 2020-2021 results from the Florida Standards Assessments.
Monitoring:	Richardson Sixth Grade Academy engages in progress monitoring three times during the 2021-2022 school year. iReady Fall Diagnostic Assessments in Reading and Mathematics will be used as the baseline assessments for determining student growth and progress. Results from the Winter and Spring administrations of the iReady Diagnostic Assessments will be used to determine if each student in the school is making adequate learning gains towards the achievement of this Area of Focus. Results will be used to modify instructional practices in order to ensure each student will make adequate learning gains. The Schoolwide Improvement Plan Mid-Year Review process will reveal which strategies are being implemented with fidelity and strategies that will need to be modified based on progress monitoring results.
Person responsible for monitoring outcome:	Lisa Lee (leel@columbiak12.com)
Evidence-based Strategy:	Progress Monitoring: Using Student Achievement Data To Support Instructional Decision Making When teachers use systematic progress monitoring to track their students progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better (Fuchs & Fuchs, 2003). The strategy enables teachers to compare a student's progress to the rate of improvement needed to meet end-of-year goals. If the rate at which a particular student is learning seems insufficient, teachers can adjust instruction. Works Cited: Fuchs, L.S. and Fuchs, D. (2003). What is scientifically-based research on progress monitoring? National Center on Student Progress Monitoring: Washington DC.
Rationale for Evidence-	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

based Strategy:	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, including the Professional Learning component to diagnose professional learning needs of teachers.

Person Responsible   Narvette Kelly (kellyn@columbiak12.com)

Provide teachers with Professional Development in the implementation of Language Arts and Mathematics B.E.S.T. Standards.

Person Responsible   Mary Cason (casonm@columbiak12.com)

Provide teachers training in the Collins Writing through "Collins Writing Across the Curriculum", a framework that will be implemented schoolwide.

Person Responsible   Mary Cason (casonm@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   Mary Cason (casonm@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 Coach to provide embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum.

Person Responsible   Mary Cason (casonm@columbiak12.com)

Implement a Professional Development Calendar for the 2021-2022 school year based on teacher needs, teacher feedback, and district-based initiatives.

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

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

Person Responsible   Mary Cason (casonm@columbiak12.com)

Develop a schoolwide plan for teaching and increasing vocabulary acquisition in every subject based on evidence-based practice.

Person Responsible   Narvette Kelly (kellyn@columbiak12.com)

Provide Mimio boards and 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** | Sean Adams (adamss@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, Study Island, BrainPOP, Quizlet, Nearpod with 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) |

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) |

Implement a Data Room on campus for the purpose of visually progress monitoring each student on campus, using the resource to move students according to their level of achievement at least twice during the school year.

| **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

| **Person Responsible** | Narvette Kelly (kellyn@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 integration of Collins Writing instructional strategies in text-based writing across all curricular areas.

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

Use of writing coach to provide all students with hands-on demonstration of the writing process - equipping teachers and students with writing strategies to be used schoolwide.

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

Incorporation & Integration of Language Arts instruction in all curricular areas, and mathematics into science instruction.

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

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

Person Responsible   Yvonne Douberley (douberlyy@columbiak12.com)

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

Person Responsible   Mary Cason (casonm@columbiak12.com)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Narrow the achievement gap between the Lowest Quartile of students and the general student population in English Language Arts 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 and/or Students with Disabilities. This is also applicable to students learning English as a Second Language and/or students from Migrant families. (During the 2020-2021 school year, RSGA did not have the minimum number of students in the ELL category required for inclusion in DOE school grade criteria.) Many RSGA students in these groups 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 cannot come before school or stay after school to engage in additional learning opportunities, attend sporting events nor 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 during the school day.
Measurable Outcome:	At least 50% of RSGA lowest-quartile students will demonstrate learning gains in English Language Arts as compared to the 2020-21 FSA results.
Monitoring:	This Area of Focus will be monitored through teacher observations, review of lesson plans, products produced though Action Steps, Data Chat forms, and use of the RSGA Data Room. (Note: For Action Steps where Patricia Summerlin is listed as the person responsible, all Language Arts teachers and designated personnel will share the responsibility for the respective academic teams.)
Person responsible for monitoring outcome:	Tanya Johnson (johnsont@columbiak12.com)
Evidence-based Strategy:	Data Chats - Setting Objectives and Providing Timely Feedback/ Reinforcing Effort & Providing Recognition
Rationale for Evidence-based Strategy:	All students need 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. Getting students involved in goal setting and monitoring their own progress will lead to positive learning 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

Disaggregate school data of incoming cohort to determine the following: MTSS students, lowest quartile students, bottom 30 students on each team, performance of students by subgroup, students meeting Early

Warning Systems indicators, and students who meet two or more of the Federal Index criteria as established by the Every Student Succeeds Act (ESSA).

Person Responsible   Narvette Kelly (kellyn@columbiak12.com)

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

Person Responsible   Mary Cason (casonm@columbiak12.com)

Identify ELL and migrant students on each academic team.

Person Responsible   Tanya Johnson (johnsont@columbiak12.com)

Provide training for teachers about evidenced based practices and legal requirements for working with students who require and Individualized Education Program. (Training provided by CCSD Staffing Specialists).

Person Responsible   Sean Adams (adamss@columbiak12.com)

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

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

Identify students on each team who are At-Risk of Reading Failure and add these students to our school's monitoring plan, if not previously included.

Person Responsible   Narvette Kelly (kellyn@columbiak12.com)

Share evidence-based practices and strategies for meeting the needs of identified student groups (Steps 1 & 2) during Team Data meetings and MTSS meetings.

Person Responsible   Mary Cason (casonm@columbiak12.com)

Provide an orientation/ training session for teachers on the requirements for working with students receiving supports through MTSS and students receiving support through 504 plans.

Person Responsible   Tanya Johnson (johnsont@columbiak12.com)

Create a schoolwide plan for serving and conducting Data Chats with the Lowest Quartile/ Bottom 30 students, ELL students, migrant students, students being supported through MTSS, and students receiving services through 504 and IEPs on each team. Secure interventions and additional services for remaining students who need them.

Person Responsible   Lisa Lee (leel@columbiak12.com)

Conduct Data Chats with all identified students from previous Action Step.

Person Responsible   Patricia Summerlin (summerlinp@columbiak12.com)

Monitor to ensure teacher use of data obtained from web-based assessments for conducting Data Chats with the Lowest Quartile/ Bottom 30 students in Language Arts at least three times during the school year.

Person Responsible Mary Cason (casonm@columbiak12.com)

Use the information shared in Data Chats with students in order to further differentiate classroom instruction & resources based on the individual needs of students.

Person Responsible Patricia Summerlin (summerlinp@columbiak12.com)

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

Person Responsible Sean Adams (adamss@columbiak12.com)

Provide an Intensive Reading Teacher to provide intensive intervention for students who are significantly below proficiency (Level 1) and/or MTSS students and determine who will provide the support.

Person Responsible Lisa Lee (leel@columbiak12.com)

Provide small group intervention for students who are slightly below proficiency (Level 2) and/or MTSS students and determine who will provide the support.

Person Responsible Mary Cason (casonm@columbiak12.com)

Secure interventions and additional services for students who need them.

Person Responsible Tanya Johnson (johnsont@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)

Utilize iReady, Flocabulary, FL Ready Teacher Toolbox, and other online resources to provide individualized instruction for each identified student.

Person Responsible Patricia Summerlin (summerlinp@columbiak12.com)

Use of paraprofessionals, tutors, and additional 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 Sean Adams (adamss@columbiak12.com)

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

Person Responsible Lisa Lee (leel@columbiak12.com)

Track the progress of all identified students (Steps 1 & 2) through the use of progress monitoring assessments and the RSGA Data Room and modify interventions based on progress.

Person Responsible Patricia Summerlin (summerlinp@columbiak12.com)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Narrow the achievement gap between the Lowest Quartile of students and the general student population in Mathematics Based on Florida DOE School Grade Criteria, many of Richardson Sixth Grade Academy's students who are in the lowest quartile or under-performing in Mathematics are African American and/or Students with Disabilities. This is also applicable to students learning English as a Second Language and/or students from Migrant families. (During the 2020-2021 school year, RSGA did not have the minimum number of students in the ELL category required for inclusion in DOE school grade criteria.) Many RSGA students in these groups 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 cannot come before school or stay after school to engage in additional learning opportunities, attend sporting events nor 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 during the school day.
Measurable Outcome:	At least 50% of RSGA lowest-quartile students will demonstrate learning gains in Mathematics as compared to the 2020-21 FSAs results.
Monitoring:	This Area of Focus will be monitored through teacher observations, review of lesson plans, products produced though Action Steps, Data Chat forms, and use of the RSGA Data Room. (Note: For Action Steps where Michelle Lear is listed as the person responsible, all Mathematics teachers and designated personnel will share the responsibility for the respective academic teams.)
Person responsible for monitoring outcome:	Yvonne Douberley (douberlyy@columbiak12.com)
Evidence-based Strategy:	Data Chats - Setting Objectives and Providing Timely Feedback/ Reinforcing Effort & Providing Recognition
Rationale for Evidence-based Strategy:	All students need 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. Getting students involved in goal setting and monitoring their own progress will lead to positive learning 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

Disaggregate school data of incoming cohort to determine the following: MTSS students, lowest quartile students, bottom 30 students on each team, performance of students by subgroup, students meeting Early

Warning Systems indicators, and students who meet two or more of the Federal Index criteria as established by the Every Student Succeeds Act (ESSA).

Person Responsible Narvette Kelly (kellyn@columbiak12.com)

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

Person Responsible Mary Cason (casonm@columbiak12.com)

Identify ELL and migrant students on each academic team.

Person Responsible Tanya Johnson (johnsont@columbiak12.com)

Provide training for teachers about evidenced based practices and legal requirements for working with students who require and Individualized Education Program. (Training provided by CCSD Staffing Specialists).

Person Responsible Sean Adams (adamss@columbiak12.com)

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

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

Share evidence-based practices and strategies for meeting the needs of identified student groups (Steps 1 & 2) during Team Data meetings and MTSS meetings.

Person Responsible Mary Cason (casonm@columbiak12.com)

Provide an orientation/ training session for teachers on the requirements for working with students receiving supports through MTSS and students receiving support through 504 plans.

Person Responsible Tanya Johnson (johnsont@columbiak12.com)

Create a schoolwide plan for serving and conducting Data Chats with the Lowest Quartile/ Bottom 30 students, ELL students, migrant students, students being supported through MTSS, and students receiving services through 504 and IEPs on each team. Secure interventions and additional services for remaining students who need them.

Person Responsible Lisa Lee (leel@columbiak12.com)

Conduct Data Chats with all identified students from previous Action Step.

Person Responsible Michelle Lear (learm@columbiak12.com)

Monitor to ensure teacher use of data obtained from web-based assessments for conducting Data Chats with the Lowest Quartile/ Bottom 30 students in Language Arts at least three times during the school year.

Person Responsible Mary Cason (casonm@columbiak12.com)

Use the information shared in Data Chats with students in order to further differentiate classroom instruction & resources based on the individual needs of students.

Person Responsible Michelle Lear (learm@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)

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

Person Responsible Sean Adams (adamss@columbiak12.com)

Secure interventions and additional services for students who need them.

Person Responsible Tanya Johnson (johnsont@columbiak12.com)

Provide web-based software that provides individualized instruction for students. This is to include iReady, Freckle/ Reflex 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)

Utilize iReady, Flocabulary, FL Ready Teacher Toolbox, and other online resources to provide individualized instruction for each identified student.

Person Responsible Michelle Lear (learm@columbiak12.com)

Use of paraprofessionals, tutors, and additional 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 Mary Cason (casonm@columbiak12.com)

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

Person Responsible Lisa Lee (leel@columbiak12.com)

Track the progress of all identified students (Steps 1 & 2) through the use of progress monitoring assessments and the RSGA Data Room and modify interventions based on progress.

Person Responsible Michelle Lear (learm@columbiak12.com)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Increase student achievement in Math while increasing student achievement in Science and through the exploration of S.T.E.M 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 "Brian Branche's" name is listed are implemented by all Science Teachers.)
Measurable Outcome:	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.
Monitoring:	This Area of Focus will be monitored through review of teacher lesson plans, classroom observations, and participation in events/ initiatives held during non-school hours.
Person responsible for monitoring outcome:	Lisa Lee (leel@columbiak12.com)
Evidence-based Strategy:	Integration of scientific process and hands-on learning experiences through the use of manipulatives/ models, experiments, and labs.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

Use Interactive Notebooks in all classrooms on a daily basis.

Person Responsible	Lisa Lee (leel@columbiak12.com)

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

Person Responsible	Lisa Lee (leel@columbiak12.com)

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

Person Responsible	Angela Hutson-Joyner (hutsonjoynera@columbiak12.com)

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

Person Responsible   Angela Hutson-Joyner (hutsonjoynera@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   Angela Hutson-Joyner (hutsonjoynera@columbiak12.com)

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

Person Responsible   Angela Hutson-Joyner (hutsonjoynera@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   Yvonne Douberley (douberlyy@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   Angela Hutson-Joyner (hutsonjoynera@columbiak12.com)

#5. Culture & Environment specifically relating to Parent Involvement	
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 2021 - 2022 school year, proficiency in ELA, Math, and Science will increase by 4% as compared to the FSA results of the 2020-2021 cohort of students through the implementation of the Parent and Family Engagement Plan.
Monitoring:	As a Title I school, RSGA is required to document all Parent & Family Engagement activities for the purpose of providing evidence that work is being done to build the capacity of our families to help their children succeed. All activities are monitored by the Columbia County School District and subject to audit by state and federal officials. This Area of Focus will be monitored at the school level through observations, through stakeholder feedback, documentation and responses to communications sent, and participation in events/ initiatives held during non-school hours.
Person responsible for monitoring outcome:	Lisa Lee (leel@columbiak12.com)
Evidence-based Strategy:	Establish a culture that engages every family by communicating and building trusting relationships. Frequent and positive communication with family members is critical to effective family engagement.
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

Use of the Curriculum Resource Teacher (CRT) to 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)

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)

Utilize parents from each subgroup to make connections with the families of all students.

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 flyersto 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 RSGASchool Advisory Council.

Person Responsible Narvette Kelly (kellyn@columbiak12.com)

Additional Schoolwide Improvement Priorities

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

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, student discipline, character education, and schoolwide policies/ procedures that support a welcoming, caring, yet structured school environment.

As discipline data was reviewed, a primary of concern is the amount of incidences students experience altercations and bullying. 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 2021-2022 school year to review discipline data, monitor 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.

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.

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

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 and through the RSGA School Advisory Council as resources0. 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.

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**				**$162,852.50**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0031 - Richardson Sixth Grade Academy	Title, I Part A		$8,300.00
		Notes: Nearpod with Flocabulary (Areas 1-4)				
	5100	369-Technology-Related Rentals	0031 - Richardson Sixth Grade Academy	Title, I Part A		$3,230.00
		Notes: iReady Online Software through Curriculum Associates (Areas 1-3)				
	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	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		$1,377.55
		Notes: Supplementary Supplies for Classrooms (Areas 1-4)				

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	644-Computer Hardware Non-Capitalized	0031 - Richardson Sixth Grade Academy	Title, I Part A		$6,090.00
			Notes: Dell Chromebooks for 1-to-1 use of Educational Software - (Areas 1-4)			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0031 - Richardson Sixth Grade Academy	Title, I Part A		$1,535.00
			Notes: Dell Chromebook Cart - Charging Station for Chromebooks (Areas 1-4)			
	6300		0031 - Richardson Sixth Grade Academy	Title, I Part A		$72,818.35
			Notes: Salaries & Benefits (Curriculum & Instruction) - Focus Areas 1-5			
	6400		0031 - Richardson Sixth Grade Academy	Title, I Part A		$15,853.90
			Notes: Salaries & Benefits (Instructional Coach) - Focus Areas 1-4			
	6400		0031 - Richardson Sixth Grade Academy	Title II		$47,561.70
			Notes: Salaries & Benefits (Instructional Coach) - Focus Areas 1-4			
	6400	750-Other Personal Services	0031 - Richardson Sixth Grade Academy	Title, I Part A		$1,356.00
			Notes: Salaries for Substitutes Teachers needed for teachers to participate in Professional Development/ Data Days (Focus Areas 1-5)			
	6400		0031 - Richardson Sixth Grade Academy	Title V, Part B		$0.00
			Notes: B.E.S.T. Standards PD			
	1000		0031 - Richardson Sixth Grade Academy	School Improvement Funds		$1,500.00
			Notes: iReady program implemetation resources			
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$28,859.95**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100		0031 - Richardson Sixth Grade Academy	Title, I Part A		$24,040.24
			Notes: Salary and Benefits for Title I Paraprofessional (Focus Areas 2 and 3)			
	5100		0031 - Richardson Sixth Grade Academy	Title, I Part A		$4,819.71
			Notes: Salary and Benefits for Title I Tutor (Focus Areas 2 and 3)			
3	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$3,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1000		0031 - Richardson Sixth Grade Academy	School Improvement Funds		$3,500.00
			Notes: Reflex Online Software for Math Acceleration			
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$1,500.00**

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	310-Professional and Technical Services	0031 - Richardson Sixth Grade Academy	Title, I Part A		$1,500.00
			Notes: Ben Roy Science Zone Hands-On Science			
5	**III.A.**	**Areas of Focus: Culture & Environment: Parent Involvement**				**$5,384.51**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	310-Professional and Technical Services	0031 - Richardson Sixth Grade Academy	Title, I Part A		$500.00
			Notes: Ben Roy Science Zone - Evening Hands-On Demonstrations for Famlies			
	6150	370-Communications	0031 - Richardson Sixth Grade Academy	Title, I Part A		$149.60
			Notes: Engaging Families through differentiated forms of communication			
	6150	310-Professional and Technical Services	0031 - Richardson Sixth Grade Academy	Title, I Part A		$4,734.91
			Notes: Materials and Supplies for Parent & Family Engagement: Building Capacity of Parents to Provide Educational Experiences for their children			
					Total:	**$202,096.96**