

Columbia County School District

Richardson Sixth Grade Academy



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (49%) 2018-19: A (64%) 2017-18: C (42%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2022.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	44%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		A	A

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Lear, Michelle	Math Coach	Facilitates over evidence-based practices that result in positive academic support for students and instructional support for school-based personnel in mathematics.

Demographic Information

Principal start date

Monday 7/8/2019, Lisa Lee

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

452

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	452	0	0	0	0	0	0	452
Attendance below 90 percent	0	0	0	0	0	0	82	0	0	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	41	0	0	0	0	0	0	41
Course failure in ELA	0	0	0	0	0	0	26	0	0	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	30	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	70	0	0	0	0	0	0	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	91	0	0	0	0	0	0	91
Number of students with a substantial reading deficiency	0	0	0	0	0	0	76	0	0	0	0	0	0	76

Using the table above, complete the table below with the number of students by current grade level who have 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	70	0	0	0	0	0	0	70

Using current year data, complete the table below with the number of students identified as being "retained.":

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	17	0	0	0	0	0	0	17

Date this data was collected or last updated

Friday 9/23/2022

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	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

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	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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	47%	50%				60%	56%	54%
ELA Learning Gains	47%	42%	48%				61%	58%	54%
ELA Lowest 25th Percentile	32%	32%	38%				59%	51%	47%
Math Achievement	56%	52%	54%				74%	66%	58%
Math Learning Gains	54%	50%	58%				70%	65%	57%
Math Lowest 25th Percentile	54%	41%	55%				60%	51%	51%
Science Achievement		50%	49%					51%	51%
Social Studies Achievement		64%	71%					71%	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	2022					
	2019	59%	57%	2%	54%	5%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	73%	69%	4%	55%	18%
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	24	22	21	26	35					
ELL	46	58		69	67						
BLK	34	35	32	34	47	53					
HSP	47	48		64	52						
MUL	41	55	77	48	45	50					
WHT	61	51	16	68	59	55					
FRL	43	42	33	47	54	52					
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					

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	6
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
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	53
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	52
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The 5th grade state assessment data for this cohort of students shows trends that are similar to years past. 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. 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 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 2022 state assessments, showed the most improvement?

Mathematics achievement increased across all subgroups.

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

RSGA's Intensive Math teacher worked with new math teachers, coordinated the activities of the math department, and pulled small groups of struggling math students during their elective courses for Intensive Remediation. Additional support for students struggling in math was provided through iReady.

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 tutoring program funded through ESSER funds. 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.
- Train teachers to effectively implement B.E.S.T. Standards into instruction.
- 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.

Training in the implementation of Florida's Language Arts and Mathematics B.E.S.T. Standards
Supporting Students with Disabilities in the Regular Classroom
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, etc.)
Training in B.E.S.T. Standards ELA Expectations and integration through use of Kagan Strategies that align with Visible Learning Strategies to raise student achievement

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

Implementation of schoolwide Leader In Me Program for social emotional learning
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
Continue hosting annual Step Up Nights and Red Carpet Transition Events to provide incoming students with an orientation to middle school.

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Increasing Student Achievement in English Language Arts and Mathematics</p> <p>Evidenced based programs will be utilized to provide students with opportunities to receive instruction and interventions tailored to their needs, allowing for both acceleration and remediation within each discipline. By providing supplemental educational materials and resources geared towards the B.E.S.T. 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 Assessments of Student Thinking (F.A.S.T.). The research and evidence-based resources provided will aid teachers in differentiating instruction to address individual needs of students.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>RSGA students will show an increase in student achievement and learning gains by 3% in English Language Arts and 3% in Mathematics when compared to the 2021-22 results from the Florida Standards Assessments.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Teacher Observations and Walkthroughs will be coupled with Progress Monitoring to monitor implementation of these plans.</p> <p>Richardson Sixth Grade Academy engages in progress monitoring three times during the 2022-2023 school year. F.A.S.T. Progress Monitoring Assessments in Reading and Mathematics will be used as the baseline assessments for determining student growth and progress. Results from the Fall and Winter administrations of the assessments will be used to determine if each student 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.</p>
Person responsible for monitoring outcome:	<p>Lisa Lee (leel@columbiak12.com)</p>
Evidence-based Strategy: Describe the evidence-based	<p>School-based social and emotional instruction through schoolwide implementation of the Leader in Me program (inspired by the work of Dr. Stephen Covey) through use of Visible Learning Strategies</p>

**strategy
being
implemented
for this Area
of Focus.**

Rationale for Evidence-based Strategy: Implementation of a Schoolwide Social Emotional Program will provide students tools to better achieve goals. Teachers were trained to implement principles of Leader in Me in their own lives prior to schoolwide implementation of the program with this in mind. This includes helping students empower themselves, which the Leader in Me program seeks to accomplish.

Explain the rationale for selecting this specific strategy. According to John Hattie (2009), using Visible Learning Strategies that result in at least 1 year of growth should be a constant goal for teachers. Teachers must use evidence of what is working and what is not working to inform their actions and their use of every possible resource (especially peers) to move students from where they are now to where the teacher thinks they should be.

Describe the resources/ criteria used for selecting this strategy.

1. Hattie, J. (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge: Taylor & Francis Group, New York.
2. <https://www.leaderinme.org/>

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Designate a 20 minute Advisory Block first period of everyday for the implementation of principles from Franklin Covey's Leader in Me curriculum. The program is designed to engage students in practices that promote self-regulation and self-efficacy.

Person Responsible Lisa Lee (leel@columbiak12.com)

Use F.A.S.T. Progress Monitoring results and classroom pre/ post-assessment results to determine instructional focus and content to review for each 9-weeks of instruction.

Person Responsible Narvette Kelly (kellyn@columbiak12.com)

Implement campus-wide W.I.G. (Wildly Important Goals) Wednesdays during Advisory Block. Use Progress Monitoring data obtained F.A.S.T. and FOCUS from web based resources in order to conduct Data Chats in Reading and Math through WIG Wednesdays during LEAD instructional block, training students to engage in weekly self-monitoring and guiding students towards self-efficacy.

Person Responsible Michelle Lear (learn@columbiak12.com)

Use of a Curriculum Resource Teacher to provide curricular resources and effective supplemental instructional materials that provide the most effective gains based on the findings from the research of John Hattie. Train in the use and implementation of the materials, coordinate each school's Title I program, including parent and family engagement activities, in order to maximize efforts to increase student achievement.

Person Responsible Narvette Kelly (kellyn@columbiak12.com)

Use of an Instructional Coach to provide embedded professional learning to all teachers provide the most effective gains based on the findings from the research of John Hattie, regardless of where each teacher's skill level resides on the mastery spectrum. PD will provide 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 each school.

Person Responsible Mary Cason (casonm@columbiak12.com)

Provide technology and web-based software that provides individualized instruction for students. This is to include Chromebooks/ laptops, Study Island, BrainPOP, Quizlet, Nearpod, Flocabulary, Freckle/ Reflex, Generation Genius, Ready FL Teacher Toolbox site licenses, 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 Narvette Kelly (kellyn@columbiak12.com)

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

Person Responsible Mary Cason (casonm@columbiak12.com)

Provide supplemental materials and supplies that supplement classroom instruction and show evidence for raising student achievement to enhance preparation of students for the Florida Assessments of Student Thinking (F.A.S.T.)

Person Responsible Narvette Kelly (kellyn@columbiak12.com)

Share and monitor for implementation evidence-based practices for integrating instruction in Phonics & Morphology Language Arts B.E.S.T. Standards into World History, Science and Mathematics instruction.

Person Responsible Mary Cason (casonm@columbiak12.com)

Train World History and Science teachers in the embedding of specific vocabulary strategies based on Grade 6 Language Arts B.E.S.T. Standards.

Person Responsible Narvette Kelly (kellyn@columbiak12.com)

Incorporate and integrate Language Arts instruction in all curricular areas, and mathematics into science instruction.

Person Responsible Lisa Lee (leel@columbiak12.com)

Utilize F.A.S.T. Progress Monitoring Results from Fall and Winter to adjust and modify instructional strategies and delivery in Language Arts and Math. Use End-of-Nine Weeks Assessment results to modify instructional delivery and practices in World History, Science, and Elective courses.

Person Responsible Tanya Johnson (johnsont@columbiak12.com)

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

Person Responsible Lisa Lee (leel@columbiak12.com)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Less than 41% of Richardson Sixth Grade Academy's African American students scored at a Level 3 or higher on the 2021-2022 administration of the Florida Standards Assessments.</p> <p>A significant portion of African American students who attend Richardson Sixth Grade Academy are also economically disadvantaged. Students coming from environments of need often have less opportunities outside of school to receive support for their learning. Students in high poverty schools typically cannot come before school, 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, which is what RSGA is endeavoring to accomplish.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>At least 42% of RSGA's African American Students will score at Level 3 or higher on the final English Language Arts and Mathematics administrations of the Florida Assessments for Student Thinking (F.A.S.T.).</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Progress monitoring will be conducted three times during the 2022-2023 school year. using F.A.S.T. in Reading and Mathematics. Results from the Fall and Winter administrations of the assessments will be used to determine if each student is making adequate learning gains towards the achievement of this Area of Focus and to modify instructional practices 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.</p>
Person responsible for monitoring outcome:	<p>Lisa Lee (leel@columbiak12.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Progress Monitoring: Using Student Achievement Data To Support Instructional Decision Making</p> <p>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.</p> <p>Works Cited:</p>

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-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify the students from Early Warning Systems Data that are African American. Review the services (if any) they receive. Determine if additional are needed, along with supports.

Person Responsible Tanya Johnson (johnsont@columbiak12.com)

Review data and indicators for all Level 1 & 2 students. Review the services (if any) they receive. Determine if additional supports are needed based on past performance.

Person Responsible Mary Cason (casonm@columbiak12.com)

Use of Intensive Reading Teacher to provide supplemental reading intervention to all Level 1 students at least 45 minutes per day, 4-5 days per week.

Person Responsible Mary Cason (casonm@columbiak12.com)

Use of a Reading Intervention teacher to provide supplemental reading intervention to all Level 2 students 45-60 minutes per week.

Person Responsible Mary Cason (casonm@columbiak12.com)

Use of a Math Coach to provide support for struggling students.

Person Responsible Michelle Lear (learn@columbiak12.com)

Use of tutors and paraprofessionals to provide struggling students with additional time for one-on-one tutoring before school and during the school day. The LEA provides tutoring during the school day as an improvement to this strategy. The LEA has experience that students in high poverty schools typically do not stay after school to attend sports and other activities. Consequently, schools are able to effectively apply this strategy to a captive group of struggling students.

Person Responsible Mary Cason (casonm@columbiak12.com)

Send a team of teachers to attend sessions at the Annual Middle Level Educators Conference (AMLE) specifically geared towards serving African-American / Students of Diverse Population, and helping kids

build self-efficacy. Present findings and practices to the school leadership team to be considered for schoolwide implementation.

Person Responsible Lisa Lee (leel@columbiak12.com)

Train personnel in practices gained from the AMLE Conference for implementation. Use walkthroughs to monitor implementation.

Person Responsible Lisa Lee (leel@columbiak12.com)

Track the implementation and documentation of the use of evidence-based practices that will raise the achievement of students of color.

Person Responsible Lisa Lee (leel@columbiak12.com)

Identify all African American students who scored at 3 in English Language Arts and/ or Mathematics. Monitor classroom performance and progression of identified students throughout the school year.

Person Responsible Narvette Kelly (kellyn@columbiak12.com)

Use classroom assessment results to determine and provide differentiation and remediation to students not mastering learning standards through evidence-based practices and educational software.

Person Responsible Mary Cason (casonm@columbiak12.com)

Implement Data days/ Teacher Collaboration Days for Teachers to work with data and design plans for meeting needs of students who are not achieving based on classroom assessment results.

Person Responsible Mary Cason (casonm@columbiak12.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Less than 41% of Richardson Sixth Grade Academy's Students With Disabilities in the 2021-2022 cohort scored at a Level 3 or higher on the 2021-2022 administration of the Florida Standards Assessments.</p> <p>A significant number of the Students With Disabilities at Richardson Sixth Grade Academy come from home environments characterized as economically disadvantaged. Students coming from environments of need often have less opportunities and resources outside of school to receive support for their learning. Students who are identified as learning disabled face additional barriers in learning and academic achievement due to manifestations of their disabilities. These students require learning environments that meet them where they currently are through use of accommodations to help them access the curriculum.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>36% or more of RSGA's Students With Disabilities will score at Level 3 or higher on the English Language Arts and Mathematics administrations of the Florida Assessments for Student Thinking (F.A.S.T.).</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Progress monitoring will be conducted three times during the 2022-2023 school year. using F.A.S.T. in Reading and Mathematics. Results from the Fall and Winter administrations of the assessments will be used to determine if each student is making adequate learning gains towards the achievement of this Area of Focus and to modify instructional practices 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.</p> <p>RSGA has two Inclusion Teachers and a Paraprofessional to provide intervention and support for identified Students With Disabilities. As a part of the support provided to students, designated personnel monitor the implementation of each child's Individualized Education Plan (IEP) and document activities that take place.</p>
Person responsible for monitoring outcome:	<p>Lisa Lee (leel@columbiak12.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Progress Monitoring: Using Student Achievement Data To Support Instructional Decision Making</p> <p>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.</p>

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-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review Early Warning Systems Data and indicators for Level 1 Students with Disabilities. Review the services (if any) they receive. Determine if additional supports are needed based on past performance.

Person Responsible Tanya Johnson (johnsont@columbiak12.com)

Review data and indicators for all Level 1 & 2 Students with Disabilities. Determine if additional supports are needed based on past performance.

Person Responsible Tanya Johnson (johnsont@columbiak12.com)

Identify all Students With Disabilities who scored at Level 3 in English Language Arts and Mathematics. Monitor classroom performance and progression of identified students throughout the school year.

Person Responsible Narvette Kelly (kellyn@columbiak12.com)

Use of Intensive Reading Teacher to provide supplemental reading intervention to all Level 1 students at least 45 minutes per day, 4-5 days per week and a Reading Intervention teacher to provide supplemental reading intervention to all Level 2 students 45-60 minutes per week.

Person Responsible Mary Cason (casonm@columbiak12.com)

Use of a Math Coach to provide support for struggling students.

Person Responsible Michelle Lear (learn@columbiak12.com)

Provide Professional Development to all teachers in serving Students with Disabilities.

Person Responsible Lisa Lee (leel@columbiak12.com)

Use of tutors and paraprofessionals to provide students with additional time for one-on-one tutoring before school and during the school day.

Person Responsible Mary Cason (casonm@columbiak12.com)

Send a team of teachers to attend sessions at the Annual Middle Level Educators Conference (AMLE) specifically geared towards serving Students with Disabilities to help kids build self-efficacy. Present findings and practices to the school leadership team to be considered for schoolwide implementation.

Person Responsible Lisa Lee (leel@columbiak12.com)

Train personnel in practices gained from the AMLE Conference for implementation. Use walkthroughs to monitor implementation.

Person Responsible Lisa Lee (leel@columbiak12.com)

Use classroom assessment results to determine and provide differentiation and remediation to students not mastering learning standards through evidence-based practices and educational software.

Person Responsible Mary Cason (casonm@columbiak12.com)

Secure additional interventions and services for students who need them.

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 with Disabilities.

Person Responsible Lisa Lee (leel@columbiak12.com)

Use classroom assessment results to determine and provide differentiation and remediation to students not mastering learning standards through evidence-based practices and educational software.

Person Responsible Lisa Lee (leel@columbiak12.com)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Increase student achievement in Math while increasing student achievement in Science through S.T.E.A.M. Exploration</p> <p>There are many Mathematics B.E.S.T. Standards that integrate seamlessly into other S.T.E.A.M. subjects. Even though science is not tested as a part of the 6th grade F.A.S.T., it is critical for RSGA's teachers to continually integrate S.T.E.A.M. subjects in order for students to develop scientific knowledge and mathematical computational ability in preparation for assessments students will take as eighth graders. (Note: All Action Steps where "Angela Hutson-Joyner's" name is listed are implemented by all Science Teachers.)</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>63% of RSGA students will demonstrate an average of 60% or higher as measured by the end-of-year FOCUS Science Assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Review of teacher lesson plans, classroom observations, end-of-9-week assessments, and participation in events/ initiatives held during non-school hours.</p>
Person responsible for monitoring outcome:	<p>Lisa Lee (leel@columbiak12.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Integration of mathematics benchmark standards, scientific process and hands-on learning experiences through the use of brain-compatible learning strategies (manipulatives/ models, experiments, and labs).</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
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 work "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.A.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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use Interactive Notebooks in all classrooms on a daily basis.

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

Integrate note-taking strategies and ELA B.E.S.T. Standards expectations 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 in order to simulate live experiences (Nearpod, BrainPOP, Generation Genius, Quizlet, 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 Nature of Science scientific processes.

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

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

Person Responsible Michelle Lear (llearn@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)

#5. Positive Culture and Environment specifically relating to Parent and Family Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>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.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By the end of the 2022 - 2023 school year, proficiency in ELA, Math, and Science will increase by 3% as compared to the FSA results of the 2021-2022 cohort of students through the implementation of the Parent and Family Engagement Plan.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>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.</p>
Person responsible for monitoring outcome:	<p>Narvette Kelly (kellyn@columbiak12.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>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.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 and evaluation of FY2022 Parent & Family Engagement Activities to diagnose needs related to Parent and Family Engagement.

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

Administer Parent Input survey to incoming cohort of parents.

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

Have Parent & Family Engagement Team and stakeholders use results from data collected to determine priorities to address in implementation.

**Person
Responsible** Lisa Lee (leel@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)

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)

Devise and implement a plan to make connections with the families of lowest quartile students/ families from subgroups appearing on the Federal Index.

Person Responsible Narvette Kelly (kellyn@columbiak12.com)

Encourage engagement and at-home involvement of parents in helping students achieve mastery of B.E.S.T. 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 Mary Cason (casonm@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)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Richardson Sixth Grade Academy (RSGA) 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. During the completion of the Comprehensive Needs Assessment in 2022, the committee's work revealed a need to implement a program where our school's values would be consistently taught, reinforced, and applied.

For the 2022-2023 school year, Richardson Sixth Grade Academy is piloting a program that encompasses the values we wish for our students to embody. RSGA is a first-year "Leader in Me" school. "Leader in Me" is an evidence-based, social emotional learning process—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century. Students begin every school day with a 20 minutes advisory period where they learn and apply communication, collaboration, critical thinking, creativity, and social-emotional skills based on Stephen R. Covey's "7 Habits of Highly Effective People".

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.

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. 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.

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

Members of the community are encouraged to become engaged in RSGA's mission and initiatives through our faculty & staff, student organizations and the use of a school-based Volunteer Coordinator/ Parent & Family Engagement Liaison.

The Columbia County Chapter of Altrusa International sponsors our Annual Red Carpet Event for rising sixth graders. The event is designed to prepare students for the middle school transition. Our campus brings together students from eight elementary schools and others from the larger community. In the Spring Semester, Altrusa hosts an event targeted towards sixth grade girls. "Girls Summit" has become a rite of passage for our participating students. The girls learn many skills that are beneficial to them as they develop into young women. In collaboration with our school's leadership, the ladies of Altrusa recruit girls from our campus to participate in the annual event.

Our regional UF/IFAS Extension Offices offer RSGA students evidence-based educational experiences through various programs. The support they offer is designed to expand the knowledge of the general student population regarding the sciences by providing community programs and working with our students to share with others about the learning they encounter, expanding interest in the domain as students progress. IFAS professionals also participate as volunteers for the Richardson Sixth Grade Academy Science Fair.

First Street Music supports our Beginning Band program. During the first few weeks of school, employees from First Street Music visit the school to assist with matching students instruments, teaching students how to use the instruments and offer technical assistance throughout the school year. First Street Music works with RSGA families in buying or renting equipment for use based on the circumstances of the family. Sound

specialists often assist the music program during the year with practices and concerts.

First United Methodist and First Presbyterian Church of Lake City have served our schools as sponsor of programs that support our teachers and the families of our economically disadvantaged students and as a resource to our school in regards to the security and safety of our students. Throughout the school year, local businesses and organizations donate items and services towards initiatives we have on campus, including our parent & family events. This includes the donation of food items by local restaurants and grocery stores. Community members and elementary school principals visit the campus during "Literacy Week" to share favorite children's' books with our classes. The Richardson Sixth Grade Academy Parent and Family Engagement Plan shares more about how we engage our proximal stakeholder groups and gives more information about how we partner with broader stakeholder groups in our community.