Rock Crusher Elementary School

2022-23 Schoolwide Improvement Plan

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Rock Crusher Elementary School

814 S ROCK CRUSHER RD, Homosassa, FL 34448

https://rce.citrusschools.org/

Demographics

Principal: Amanda Haynes

Start Date for this Principal: 7/18/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: B (60%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
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 Citrus County School Board on 10/11/2022.

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.](http://www.floridacims.org)

Purpose and Outline of the SIP

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

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Rock Crusher Elementary School

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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)
Elementary School PK-5	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	21%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

This plan was approved by the Citrus County School Board on 10/11/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

RCE- We "Gopher" lifelong learning

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
Furniss, Sean	Principal	(1) Provide leadership in the continuous improvement of the total educational program in the school. * (2) Manage and administer the overall instructional program of the school. * (3) Manage and administer the overall activities of assessing and developing the instructional program of the school. * (4) Provide leadership and facilitate the accreditation program at assigned school. * (5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships. (6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. * (7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. * (8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials. (9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. * (10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. * (11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. * (12) Manage the implementation and administration of negotiated employee contracts at the school level. * (13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. * (14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. * (15) Manage and administer maintenance services for the school in such a manner that ensures safety, maximum life and use of the facility. (16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. * (17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. * (18) Manage and supervise the wise use of financial resources for the school. * (19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. * (20) Oversee financial accounting to ensure judicious management of all school funds. *

Name	Position Title	Job Duties and Responsibilities
		(21) Manage and supervise the preparation of financial reports for the school. * (22) Manage and supervise student accounting and attendance procedures at the school. * (23) Coordinate with the Food Service Director to oversee and supervise the school food service program. * (24) Serve as a liaison between the school and community and provide leadership for positive school / community relations. (25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. * (26) Keep well informed about current trends in education. * (27) Keep informed of policy, procedures, instructional programs, potential problems, and resolutions of existing problems. * (28) Keep staff informed of policy, procedures, instructional programs, potential problems, and the resolution of existing problems. * (29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. * (30) Oversee and maintain accountability for property inventory records and security of school property. * (31) Oversee the development of a master schedule for teachers. * (32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. * (33) Approve and oversee school-sponsored activities and maintain a calendar for all school events. * (34) Provide for the articulation of the school's instructional program and services among school personnel and the community. * (35) Provide leadership for the school improvement and accountability process. * (36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. * (37) Assume all duties and responsibilities in Florida statutes. * (38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. * (39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. * (40) Coordinates with the Executive Director of Support Services to supervise and oversee transportation services at the school. (41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. *

Name	Position Title	Job Duties and Responsibilities
		(42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. * (43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. * (44) Manage and supervise the school's student activity programs including selection of club sponsors. * (45) Maintain visibility and accessibility on the school campus. * (46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items. (47) Assign and supervise school personnel in special projects for the enhancement of the school. (48) Attend school-related activities and events. * (49) Participate in leadership development activities. (50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (51) Perform other incidental tasks consistent with the goals and objectives of this position.
Ramallo, Sarahy	Assistant Principal	(1) Provide assistance and feedback to school personnel. * (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. * (4) Utilize current educational trends in the planning and preparation of the school instructional program. * (5) Interpret and enforce School Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. * (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * (8) Manage and administer the testing program for the school. * (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/or civil disobedience. * (12) Provide leadership in the school improvement process. * (13) Administer and develop teacher duty rosters for the school. *

Name	Position Title	Job Duties and Responsibilities
		(14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production of pre-planning materials. * (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. (23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school. * (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. * (32) Manage and administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. * (36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club

Name	Position Title	Job Duties and Responsibilities
		sponsors. * (38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility of the school when the Principal is absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.* (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (42) Perform other incidental tasks consistent with the goals and objectives of this position.
Harrison, Tabitha	Staffing Specialist	(1) Serve as the designee for the Director of Exceptional Student Education for conferences, eligibility, IEP revision and placement meetings.* (2) Maintain current knowledge and interpretation of Citrus County Special Programs and procedures, best practices, and other local, state, and national rules, regulations, policies and procedures.* (3) Serve as case manager for conferences, staffings, IEP meetings, and other placement meetings; and maintains accurate legal records for compliance audits.* (4) Assist with coordinating the curriculum of Exceptional Student Education in the schools and interpreting students' needs for educational planning and placement.* (5) Maintain knowledge about strategies and interventions and make appropriate pre-referral recommendations.* (6) Provides in-service training for teachers and staff regarding ESE issues.* (7) Serve as a resource to administrators, counselors, and teachers regarding ESE issues.* (8) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (9) Perform other incidental tasks consistent with the goals and objectives of this position.*
Myers, Cindy	Instructional Coach	(1) Assist in the coordination, implementation and assessment of state and district curriculum. * (2) Evaluate current instructional programs in cooperation with principals, staff, and parents. * (3) Facilitate and monitor coordination of instructional programs.* (4) Assist in designing, implementing and evaluating curriculum.* (5) Assist in securing materials/resources needed by teachers to support instruction relative to Sunshine State Standards.* (6) Facilitate the processes for securing, disseminating and inventorying

Name	Position Title	Job Duties and Responsibilities
		instructional materials including preparation of the budget.* (7) Observe, consult with, and assist individual classroom teachers in their efforts to differentiate instruction and meet student needs.* (8) Facilitate and work cooperatively with teachers in planning and implementing instructional continuous improvement efforts that will result in high student achievement.* (9) Assist in orientation, induction, and training of new teachers.* (10) Facilitate the professional growth of teachers by addressing their needs relative to curriculum, instruction and assessment.* (11) Serve as a liaison between the school and district in developing and supporting curriculum initiatives.* (12) Work closely with district staff and school personnel to promote a systematic approach to program improvement.* (13) Facilitate vertical continuity in implementation of curriculum alignment initiatives within school.* (14) Promote a close working relationship with teachers and school leadership team to ensure accurate information exchange, coordination of curriculum efforts, and representative support for curriculum decision.* (15) Assists in the analysis, interpretation and utilization of student assessment data to improve student performance.* (16) Assist in the assessment and appropriate placement of individual students.* (17) Assist in school improvement efforts that are relative to curriculum, instruction, and assessment.* (18) Assist in the writing, administration an

Demographic Information

Principal start date

Wednesday 7/18/2018, Amanda Haynes

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.*

1

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.*

6

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

652

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

6

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

6

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	110	99	111	112	90	104	0	0	0	0	0	0	0	626
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	4	0	0	0	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	21	17	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	10	19	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	0	0	40	36	37	0	0	0	0	0	0	0	113

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	16	21	0	17	0	0	0	0	0	0	54

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	12	5	0	9	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/8/2022

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	11	36	36	41	39	32	0	0	0	0	0	0	0	195
Attendance below 90 percent	8	22	20	18	21	7	0	0	0	0	0	0	0	96
One or more suspensions	2	3	5	4	4	4	0	0	0	0	0	0	0	22
Course failure in ELA	0	8	6	5	8	5	0	0	0	0	0	0	0	32
Course failure in Math	0	8	11	8	13	14	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	9	19	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	14	14	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	4	18	14	24	0	0	0	0	0	0	0	0	0	60

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	13	10	10	15	15	0	0	0	0	0	0	0	66

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	0	0	0	0	0	0	0	

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	11	36	36	41	39	32	0	0	0	0	0	0	0	195
Attendance below 90 percent	8	22	20	18	21	7	0	0	0	0	0	0	0	96
One or more suspensions	2	3	5	4	4	4	0	0	0	0	0	0	0	22
Course failure in ELA	0	8	6	5	8	5	0	0	0	0	0	0	0	32
Course failure in Math	0	8	11	8	13	14	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	9	19	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	14	14	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	4	18	14	24	0	0	0	0	0	0	0	0	0	60

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	13	10	10	15	15	0	0	0	0	0	0	0	66

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	0	0	0	0	0	0	0	

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	60%	53%	56%				67%	59%	57%
ELA Learning Gains	64%						63%	56%	58%
ELA Lowest 25th Percentile	52%						65%	48%	53%
Math Achievement	66%	52%	50%				69%	60%	63%
Math Learning Gains	55%						54%	54%	62%
Math Lowest 25th Percentile	56%						43%	39%	51%
Science Achievement	41%	53%	59%				61%	60%	53%

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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	61%	1%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	58%	55%	3%	58%	0%
Cohort Comparison		-62%				
05	2022					
	2019	71%	58%	13%	56%	15%
Cohort Comparison		-58%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	58%	12%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	66%	59%	7%	64%	2%
Cohort Comparison		-70%				
05	2022					
	2019	60%	60%	0%	60%	0%
Cohort Comparison		-66%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	58%	58%	0%	53%	5%
Cohort Comparison						

Subgroup Data Review

Subgroups	**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	22	38	39	29	38	33					
BLK	33			42							
HSP	43	62		63	62						
MUL	50	47		55	33						
WHT	66	67	58	70	57	67	48				
FRL	56	60	46	64	56	59	34				

Subgroups	**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	42			67			80				
BLK	20			50							
HSP	46			38							
MUL	33			67							
WHT	60	52	47	74	56	40	57				
FRL	52	44	50	65	47	38	48				

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

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	56
OVERALL Federal Index Below 41% All Students	NO
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	394
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	28
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	38
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	58
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	46
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	62
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	54
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?

5th grade Science dropped 13 points. Based on iReady comparative data, RCE was the only school in the district to place in quadrant 1 in ELA and math for diagnostic 3. However, in ELA our BQ overall was 52%, despite a strong 64% overall. In Math we scored 55 and 56 respectively.

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

RCE demonstrates the most need for improvement in the area of science. Attention must also be paid to ELA bottom quartile learning gains.

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

We need reduce number of tier 3 students. A large emphasis needs to be focusing on tier 1 instruction. We will utilize the new district walkthrough tool to ensure effectiveness. We must also make sure that classwork is research based with curriculum and assessments.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We scored high in ELA and math proficiency, school-wide. Our bottom quartile learning gains in math showed great improvement.

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

Last year we hired a Title 1 math interventionist to accelerate and work with our bottom quartile students. Small group was emphasized, as well as spiraling. Close reading strategies were emphasized in ELA.

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

We would like to continue working with the Title 1 model for ELA and math. If not, we will need to ensure that tier 3 interventions are occurring during class time. All 3rd grade students will work on accelerated math work. We will focus on core instruction and make sure that materials and assessments are researched-based. On a monthly basis we will focus on having reading comprehension strategy PD, and in the beginning of the year teachers will be acquainted to math MTRs.

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.

Teacher will attend and actively participate in sharing/ learning sessions, dealing with comprehension strategies with mathematical reasoning standards. On a monthly basis grade level data chats will be conducted using the learning team framework. Teachers will have three full data days to decipher data and discuss best strategies. The iReady representative will conduct data chats and provide insight into iReady and instructional strategies.

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

We will create individualized plans for learning gains with our bottom quartile students. Teachers will be trained on test specification.

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

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#1. 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.**	After declining the past few years, RCE dropped 13 points on the state assessment. We were the second lowest performing elementary school in the district with 41 percent proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will improve from 41% to 51% in NGSSS science.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will use the district walk through tool during science sessions 5-10 times in grades 3-5. Our district TOSA will provide training and feedback on instructional practices. STEM robotics will be implemented in science classrooms.
Person responsible for monitoring outcome:	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Comprehension strategies will be observed during instructional time, and feedback will be given through the district walkthrough tool.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Comprehension strategies is a research-based, approved effective teaching learning tool that ensures best practices are followed.

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.

We will utilize district science TOSA to plan and model standards-based lessons and attend one of the three data days.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

We will reinstitute school-wide STEM days during school.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

Administration will use the district walkthrough tool several times during science in grades 3-5 throughout the year.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

The Orlando Science Center will present during a parent/ student Title 1 night.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

Study Island will be purchased for 5th grade science enhancement.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our overall bottom quartile learning gains were 52 percent, 8th overall in the district.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will increase learning gains with all students, and 50% in iReady diagnostic stretch growth.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will use walkthrough and observation data to track progress. Iready progress monitoring will be tracked, as well as FAST progress monitoring for BQ students. Lexia will be continue to monitor intervention program. Administration will conduct monthly data chats with teachers to enhance student data awareness.
Person responsible for monitoring outcome:	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Comprehension strategies is a researched-based, approved series for instructional enhancement .BEST data and Iready diagnostic tools will be used to ascertain data. Lexia is an evidence-based intervention program.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The decline of success in our bottom quartile students necessitates these initiatives. Comprehension strategies, iReady, and Lexia are proven, evidence-based programs to fill learning gaps.

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.

Data days will allow teachers to collaborate regarding student data, specifically with African-American, SWD, and bottom quartile students in mind in order to fill learning gaps as well as accelerate learning.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

We will invest in iReady extended support to provide instructional support and data evaluations.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

Administration will meet with teachers on a monthly basis to evaluate the progress of BQ students based on tier interventions, Lexia, and iReady diagnostic and path data.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

All instructional materials will be research based and state adopted. Supplemental instructional materials will be evidence-based to ensure fidelity.

Person Responsible   Sean Furniss (furnisss@citrusschools.org)

#3. Positive Culture and Environment specifically relating to rring 25% of the time. Parent involvement

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Parent survey data indicated a need for more parent involvement. COVID affected our ability to welcome parents into the building. Therefore parent nights were sparsely attended.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Parent attendance will increase by 15% at after school and Title 1 evening events.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will look at exit surveys and end of the year parent surveys.
Person responsible for monitoring outcome:	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Resources used in Title 1 nights will be evidence-based and academic resources will be available for parents to assist their students at home.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	When parents have a partnership with the school it ensures increased academic awareness, and prompts support from home.

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.

Exit tickets will be used to gauge effectiveness and consider for improvements.

Person Responsible   Sean Furniss (furnisss@citrusschools.org)

We will use various mediums (sign, email, phone, slips) to communicate pertinent information about scheduled events.

Person Responsible   Sean Furniss (furnisss@citrusschools.org)

Parents will be encouraged through phone calls, emails, newsletters, etc to be a valuable partner in their child's education.

Person Responsible   Sean Furniss (furnisss@citrusschools.org)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	While we showed great improvement in bottom quartile learning gains and proficiency, our overall learning gains showed minimal growth.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will increase our learning and bottom quartile overall learning gains by 5 percentage points.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will view iready diagnostic data as well as FAST progress monitoring data to gauge student progress.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will use spiraling previously learned concepts as well as the REFLEX program to ensure students comprehend the basic math fundamentals of their area of focus. We will focus on BEST MTR's in all math classrooms.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students can be more successful in math instruction when students have proficient math fluency and utilize thinking and reasoning skills.

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.

Teachers will spiral previously learned concepts to ensure maximum recall.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

The REFLEX program will be re-instituted to increase student understanding of basic math facts.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

Morning math tutoring labs will be offered and monitored to enhance foundational math skills among our bottom quartile students.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

#5. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Small group instruction is essential to fill learning gaps and accelerate student learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Walkthrough data will reflect small group instruction 50% of the time.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will use walkthrough and observation data, and provide instantaneous feedback to instructional staff.
Person responsible for monitoring outcome:	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will see differentiation occurring for the unique learning needs of each individual student.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Small-group instruction is an evidence based strategy that fill gaps and accelerates learning. n.

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.

Small group will be embedded as a valuable teaching strategy during new to the building activities and orientation.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

Small group will be embedded as a valuable teaching strategy during new to the building activities and orientation.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

New teachers will observe mentor teachers to observe and enhance applicable small group instructional practices.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

#6. 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.**	On the 2022 federal index score, our SWD students scored 28% which falls below the 40% cutoff.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our SWD students will score at or above 41% on the 2023 federal index score.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will track the progress of our SWD students with checkpoints of how they are meeting their annual goals every four and a half weeks.
Person responsible for monitoring outcome:	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will use the Universal Design for learning across instructional and non-instructional school contexts.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The Universal Degin for Learning will allow us to meet the instructional needs of our students with diabilities.

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.

We will ensure that collaboration occurs between our ESE and general education teachers through evidence of specially designed instructional and documented lesson plans.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

We will provide before and after school tutoring through REFLEX and Varsity tutoring to meet the individualized needs of our SWD students.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

We will use formative and summative assessments (iReady, Lexia, FAST assessment, Wonders) to monitor progress towards meeting the federal index goal.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

#7. 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.	Our African-American subgroup scored 38% on the federal index, which falls short of the cutoff of 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will score at or above the 2023 federal index score of 41% for our SWD students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	During monthly data chats iReady and Lexia progress monitoring will be used to gauge the progress of our African-American subgroup.
Person responsible for monitoring outcome:	Sean Furniss (furnisss@citrusschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Comprehension strategies is a researched-based, approved series for instructional enhancement. BEST data and Iready diagnostic tools will be used to ascertain data. Lexia is an evidence-based intervention program.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The 38% federal index score for our African-American subgroup necessitates these initiatives. Comprehension strategies, iReady, and Lexia are proven, evidence-based programs to fill learning gaps.

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.

Data days will allow teachers to collaborate regarding African-American subgroup data in order to fill learning gaps as well as accelerate learning.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

Administration will meet with teachers on a monthly basis to evaluate the progress of the African-American subgroup based on tier interventions, Lexia, and iReady diagnostic and path data.

Person Responsible	Sean Furniss (furnisss@citrusschools.org)

We will invest in iReady extended support to help track and plan for filling gaps and acceleration for our African-American subgroup.

Person Responsible	[no one identified]

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.

Teachers in grades K-2 will continue to implement lessons for 30 minutes on behavior three times a week. The standards covered by Sanford Harmony tie in with ELA, so this time will occur during the ELA block or during SPA time. Teachers will use Sanford Harmony and other supplemental resources to plan and deliver instruction throughout the school year. The 30 minute block to instruct on behavioral practices will be documented in weekly lesson plans. Administration will meet with teachers during monthly meetings and do classroom walkthroughs to ensure this prescription is being followed with fidelity.

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

Sean Furniss (Principal) and Sarahy Ramallo (Asst. Principal) will plan and inspect activities that bring cultural awareness and school cohesiveness in order to continue the storied tradition of Rock Crusher. Teachers will conduct Sanford Harmony in their classroom a minimum of three times a week. Our Behavior TOSA will host a monthly Success Club celebration, which promotes positive lifelong qualities. The Assistant Principal will recognize positive choices every Friday with the Being Unusually Good drawing. We will communicate behavior expectations with our parents, relay data, and ask for their feedback in the evaluation process.