Rymfire Elementary School

2022-23 Schoolwide Improvement Plan

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Rymfire Elementary School

1425 RYMFIRE DR, Palm Coast, FL 32164

www.flaglerschools.com

Demographics

Principal: Travis Lee

Start Date for this Principal: 8/11/2022

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)	70%
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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: B (56%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 is pending approval by the Flagler County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Flagler County Public Schools, including Rymfire Elementary, ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Provide the school's vision statement.

As a courageous, innovative leader in education, Flagler Schools, including Rymfire Elementary, will be the Nation's premier learning organization where all students graduate as socially responsible citizens with the skills necessary to reach their
maximum potential.

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, Travis	Principal	Mr. Lee serves as Rymfire Elementary's Instructional Leader. He is responsible for leading our staff in providing our students a high quality education that supports all learners and engages all stakeholders for the better welfare of our students, families, and the community.
Pedro, Jamie	Assistant Principal	Ms. Pedro serves as Assistant Principal supporting Mr. Lee as instructional leader for Rymfire Elementary. She is responsible for leading our staff in providing our students a high quality education that supports all learners and engages all stakeholders for the better welfare of our students, families and the community.
Seay, Abra	Assistant Principal	Ms. Seay serves as Assistant Principal supporting Mr. Lee as instructional leader for Rymfire Elementary. She is responsible for leading our staff in providing our students a high quality education that supports all learners and engages all stakeholders for the better welfare of our students, families and the community.
Taylor, Caryn	Reading Coach	Ms. Taylor provides instructional support in Literacy. She works with teachers providing professional learning in instructional strategies to improve student outcomes. She also serves as our Literacy Leadership Team leader ensuring our teachers investigate our literacy data to make informed decisions on increasing their achievement and academic progress.
Ruddy, Tim	Instructional Coach	Mr. Ruddy provides instructional support in Math and Science. He works with teachers providing professional learning in instructional strategies to improve student outcomes. He also serves as Math committee leader ensuring our teachers investigate data to make informed decisions to drive student achievement and progress in mathematics.
Adams, Samantha	Dean	Ms. Adams serves as Behavior interventionist. She processes discipline referrals and focuses on reintroducing students back to class with interventions and support. She also leads our Positive Behavior Intervention and Support (PBIS) committee ensuring our teachers review our discipline data to make informed decisions on how we can decrease negative behaviors, increase healthy reactions, and keep our students actively engaged in classroom instruction.
Lisowski, Anna		Ms. Lisowski serves as Rymfire's MTSS coordinator. She reviews summative and formative data for teachers and staff to consider academic and behavior interventions for our students. She collaborates with peers to determine the level of support a student needs and continually reviews data to ensure our students' success, both academically and behaviorally. She also provides professional learning to our staff in MTSS.

Name	Position Title	Job Duties and Responsibilities
Gurley, Hayley	Other	Ms. Gurley serves as a Behavior interventionist. She focuses on reintroducing students back to class with interventions and support. She participates in our Positive Behavior Intervention and Support (PBIS) committee ensuring our teachers review our discipline data to make informed decisions on how we can decrease negative behaviors, increase healthy reactions, and keep our students actively engaged in classroom instruction. Ms. Gurley also collaborates with teachers to create behavior interventions for students through our MTSS process to increase positive behaviors while decreasing target behaviors.
Gonzalez, Jessica	Teacher, K-12	Ms. Gonzalez collaborates with teachers of ELL students to ensure appropriate interventions and accommodations are implemented to increase our ELL's academic performance while supporting their English language development.

Demographic Information

Principal start date
Thursday 8/11/2022, Travis 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.*

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.*

Total number of teacher positions allocated to the school
62

Total number of students enrolled at the school
919

Identify the number of instructional staff who left the school during the 2021-22 school year.
24

Identify the number of instructional staff who joined the school during the 2022-23 school year.
19

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	6	5	14	12	6	7	1	0	0	0	0	0	0	51
Course failure in Math	1	1	0	0	6	2	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	29	20	36	57	0	0	0	0	0	0	142
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	29	20	36	57	0	0	0	0	0	0	142

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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/11/2022

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	135	144	146	136	139	152	182	0	0	0	0	0	0	1034
Attendance below 90 percent	10	40	38	35	35	44	55	0	0	0	0	0	0	257
One or more suspensions	0	2	1	0	4	0	9	0	0	0	0	0	0	16
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 2019 statewide FSA ELA assessment	0	0	0	27	29	34	30	0	0	0	0	0	0	120
Level 1 on 2019 statewide FSA Math assessment	0	0	0	40	40	45	41	0	0	0	0	0	0	166
Number of students with a substantial reading deficiency	43	15	53	43	63	72	69	0	0	0	0	0	0	358

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	1	0	0	1	0	13	0	0	0	0	0	0	15

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	2	2	4	8	2	0	0	0	0	0	0	0	0	18
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	135	144	146	136	139	152	182	0	0	0	0	0	0	1034
Attendance below 90 percent	10	40	38	35	35	44	55	0	0	0	0	0	0	257
One or more suspensions	0	2	1	0	4	0	9	0	0	0	0	0	0	16
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 2019 statewide FSA ELA assessment	0	0	0	27	29	34	30	0	0	0	0	0	0	120
Level 1 on 2019 statewide FSA Math assessment	0	0	0	40	40	45	41	0	0	0	0	0	0	166
Number of students with a substantial reading deficiency	43	15	53	43	63	72	69	0	0	0	0	0	0	358

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	1	0	0	1	0	13	0	0	0	0	0	0	15

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	2	2	4	8	2	0	0	0	0	0	0	0	0	18
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	55%	61%	56%				61%	63%	57%
ELA Learning Gains	49%						57%	60%	58%
ELA Lowest 25th Percentile	44%						50%	53%	53%
Math Achievement	55%	49%	50%				64%	66%	63%
Math Learning Gains	58%						62%	62%	62%
Math Lowest 25th Percentile	47%						47%	49%	51%
Science Achievement	42%	63%	59%				52%	55%	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	68%	68%	0%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	56%	60%	-4%	58%	-2%
Cohort Comparison		-68%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	58%	0%	56%	2%
Cohort Comparison		-56%				

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	75%	72%	3%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	64%	60%	4%	64%	0%
Cohort Comparison		-75%				
05	2022					
	2019	54%	58%	-4%	60%	-6%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	53%	-2%	53%	-2%
Cohort Comparison						

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	21	29	33	24	34	37	28				
ELL	47	44	53	56	60	47	44				
ASN	64			71							
BLK	37	38	32	40	46	21	33				
HSP	46	44	44	48	60	52	35				
MUL	60	51		63	64		42				
WHT	63	55	50	61	59	58	49				
FRL	45	45	44	48	53	42	36				

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	22	24	26	25	41	41	21				
ELL	42	53	50	51	53	25	47				
BLK	42	46	25	43	49	30	27				
HSP	53	58	40	53	60	40	47				
MUL	66	58		59	53		53				
WHT	62	61	52	63	59	52	61				
FRL	54	56	38	53	54	38	46				

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	26	43	42	29	42	46	10				
ELL	48	56	46	59	64	69	35				
BLK	40	46	55	43	47	45	16				
HSP	52	48	45	55	51	38	40				
MUL	75	65		69	70		70				
WHT	71	63	49	73	70	54	67				
FRL	57	54	47	60	59	48	46				

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	52
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	65
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	52
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	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
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	48
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	56
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	56
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	47
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?

Compared to 2018 - 2019 in ELA, Rymfire Elementary students experienced a 6% decrease in achievement, an 8% decrease in our learning gains, and a 6% decrease amongst our lowest quartile. However, when comparing our 21-22 results to 20-21, our students increased 7% in our lowest quartile.

Compared to 2018 - 2019 in Math, Rymfire Elementary students experienced a 9% decrease in achievement and a 4% decrease in our 21-22 learning gains. However, in 21-22, our students in our lowest quartile maintained our 7% increase achieved in 2021.
However, when comparing our results to 20-21, our students increased 7% in our lowest quartile.
Based on these results, our students in our lowest quartile are making learning gains, but we are failing to produce learning gains and achievement scores in among our other 75% of students.

35% of AA scored on grade level in ELA and Math 2022, a 2% point decrease compared to 2021. Since 2019, our AA overall on grade level scores decreased from 42% achievement to 35% achievement.
29% of SWD scored on grade level in ELA and Math 2022, a 2% point decrease compared to 2021. Since 2019, our SWD on grade level percentage decreased from 37% achievement to 29% achievement.

Since 2018 our 5th grade Science proficiency decreased 12% points when comparing our 2018 to 2022 results. Furthermore, our Science on grade level performance decreased 8% points from 2021 to 2022. Rymfire's on grade level scores also decreased 8% when compared to the state.

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

Rymfire's overall achievement in ELA, Math, and Science including our African American students and our Students with Disabilities is our greatest need for improvement. Furthermore, based on iready diagnostic end of year results, our current 22-23 3rd grade students have large gaps in reading and math with only 60% of students ending on grade level at the end of their 2nd grade year.

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

The contributing factors for our need include identifying gaps through the use of consistent formative and summative assessments. Our staff need to use those results to differentiate tier 1 instruction to correct misconceptions and make learning gains. Our leadership team and academic coaches need to use this data to provide immediate feedback and support to our students growth too.

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

Lowest Quartile growth:
Our students in our lowest quartile improved grade level expectation by 7% in ELA. This group of students also improved achievement by 8% in Math.
61% of 4th grade students in the lowest quartile made a learning gain in ELA.
56% of 5th grade students in the lowest quartile made a learning gain in Math.

Proficiency growth:
3rd grade:: 6% increase of students earning a level 3+ compared to 2021
4th: 10% increase of students earning a level 3+ compared to 2021
6th Grade Math: 2% increase of students earning a level 3+ compared to 2021

ELA:
4th: 4% increase of students earning a level 3+ compared to 2021
6th: 2% increase of students earning a level 3+ compared to 2021

Subgroup:
52% of our ELL students scored a 3 or greater on the ELA & Math FSA

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

Our ESE / Interventionist teachers provided specific interventions and used supplemental curriculum for students' interventions, both students with disabilities as well as for students in our multi tiered system of supports (MTSS). Our students in 3rd, 4th, and 6th grade made incremental growth due to consistently implementing our district purchased curriculum along with our academic coaching supports.

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

Our instructional staff is committed to provide high yield strategies across content areas with the following:
Student activities are connected to the grade level standard(s) at the appropriate level of complexity supported by visual aids (graphic organizers, anchors, advance organizers, etc.)
Higher Order Thinking Strategies implemented across content areas.
Distributed Summarizing: Students annotate the text in ELA, Science, Social Studies, and Math (Modeled in K-1)
Numbered Heads / Collaborative Pairs: Turn and Talk during whole group instruction.
Vocabulary Instruction: Explicitly teach Tier 2 (academic words) and Tier 3 (Content Words). Words are posted and referenced across all subject areas.
Instruction differentiated/scaffolded for students based on student data and grade level standards.
Provide and document accommodations for all students with 504s/IEPs/ELLs.
Our leadership team is also committed to reviewing grade level assessments in order to provide academic coaching support for our instructional classroom leaders.

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.

Our Assistant Principal, Abra Seay, will lead professional learning in Higher Order Thinking strategies.
Our teachers will continue to plan during weekly structured planning sessions with our academic coaches.
Tier 1 instructional training with our adopted ELA curriculum, Benchmark and Math curriculum, SAVVAS.
Coaching cycles and learning walks lead by our academic coaches focused on implementing high yield

strategies in domain 2 (classroom environment) and domain 3 (instruction) of the Danielson model. Professional Learning through Curriculum Associates on using student math and ELA diagnostic results to provide differentiated instruction based on students' individualized needs.
Capturing Kids' Hearts: An ideology of creating safe and inclusive environments for our students so they are ready to learn and ready to take on challenging concepts.

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

Our leadership team prioritizes opportunities to accelerate learning and ensure that all decisions are based on our commitment to increase students' achievement and learning gains across content areas.

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 ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	ELA: Overall 21-22 Florida Standards Assessment (FSA) English Language Arts (ELA) scores are as follows: Achievement: 55% Learning Gains: 49% Lowest Quartile Learning Gains: 44% Compared to 2018 - 2019 in ELA, Rymfire Elementary students experienced a 6% decrease in achievement, an 8% decrease in our learning gains, and a 6% decrease amongst our lowest quartile on the 2022 ELA FSA. However, when comparing our results to 20-21, our students increased 7% in our lowest quartile.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	On our 22-23 summative assessment via the FAST, our students' overall ELA achievement will increase 5% points or 60% of our students will score proficient.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Our leadership team reviews data, both diagnostic, formative, and summative, in order to determine instructional coaching needs and / or student specific differentiation needs during our weekly leadership team meetings. Our leadership team visits classrooms weekly to affirm highly engaging instruction and help determine model classrooms and/or high yield teaching strategies in effective and supportive classroom environments to support coaching needs of peers.
Person responsible for monitoring outcome:	Caryn Taylor (taylorc@flaglerschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The following strategies will be used to increase student performance in ELA: 1. Acceleration Strategies embedded in our general education curriculum in grades K-5 such as previewing and scaffolding instruction, providing differentiated assignments, provide a double dose of material, provide remediation as needed, and review concepts. 2. Teach and implement higher order thinking strategies across content areas in Math, ELA and Science. 3. Exceptional Student Education (ESE)/Interventionists will collaborate with teachers to ensure that visuals, manipulatives, and other accommodations are consistently implemented in the general education classroom. 4. Implement grade level tier 1 English Language Arts (ELA) differentiation for 30 mins a day 5 days a week in grades K-5th.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to the Florida Center for Reading Research and John Hattie's research on effect sizes, acceleration strategies such as asking higher order thinking questions to assess students' mastery of content and the consistent implementation of accommodations for our students with disabilities will increase student achievement and in doing so will positively impact learning gains.

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.

1: During our weekly planning sessions, teachers review current data to plan for instruction with a paired acceleration and/or higher order thinking strategy.

2: Coaches and admin continue PL of acceleration and higher order thinking strategies during faculty meetings and weekly Tuesday admin led meetings.

3: During weekly classroom visits, administration observes its implementation.

4: Based on observations, administration seeks coaches' support to work with specified teachers.

5: Admin and Coaches schedule learning walks to support teachers' implementation of strategies.

6: During classroom visits, continue to observe changes in practice and provide support as needed.

6: The implementation of the same five steps are used to monitor the implementation of goal setting, the importance providing accommodations to our SWD and student with 504s, and providing grade level tier 1 English Language Arts (ELA) differentiation for 30 mins a day 5 days a week in grades K-5th.

Person Responsible   Jamie Pedro (pedroj@flaglerschools.com)

#2. 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.**	Math: Overall 21-22 Florida Standards Assessment (FSA) Math scores are as follows: Achievement: 55% Learning Gains: 58% Lowest Quartile Learning Gains: 47% Compared to 2018 - 2019 in Math, Rymfire Elementary students experienced a 9% decrease in achievement and a 4% decrease in our learning gains. However, our students in our lowest quartile maintained our 7% increase achieved in 2021. However, when comparing our results to 20-21, our students increased 7% in our lowest quartile. Based on these results, our students in our lowest quartile are making learning gains, but we are failing to produce learning gains and achievement scores amongst our other 75% of students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	On our 22-23 summative assessment via the FAST, our students' overall Math achievement will increase 5% points or 60% of our students will score proficient.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Our leadership team reviews data, both diagnostic, formative, and summative, in order to determine instructional coaching needs and / or student specific differentiation needs during our weekly leadership team meetings. Our leadership team visits classrooms weekly to affirm highly engaging instruction and help determine model classrooms and/or high yield teaching strategies in effective and supportive classroom environments to support coaching needs of peers. Our teachers review classroom and grade level data during weekly planning sessions to support their math planning needs for tier 1 and differentiated instruction.
Person responsible for monitoring outcome:	Travis Lee (leet@flaglerschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The following evidence-based strategies will be used to increase student performance in Math: 1. Acceleration Strategies embedded in our general education curriculum in grades K-5 such as previewing and scaffolding instruction, providing differentiated assignments, provide a double dose of material, provide remediation as needed, and review concepts. 2. Exceptional Student Education (ESE)/Interventionists will collaborate with teachers to ensure that visuals, manipulatives, and other accommodations are consistently implemented in the general education classroom. 3: Number Talks is implemented daily during each grade level math block.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific**	According to John Hattie's research on effect sizes on questioning and self-efficacy, our teachers must consistently implement acceleration strategies, ask higher order thinking questions to assess students'

strategy. Describe the resources/criteria used for selecting this strategy.	mastery of content, and consistently implement accommodations for our students with disabilities.

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.

1: During our weekly planning sessions, teachers review current data to plan for instruction with a paired acceleration and/or higher order thinking strategy.

2: Coaches and admin continue PL of acceleration and higher order thinking strategies during faculty meetings and weekly Tuesday admin led meetings.

3: During weekly classroom visits, administration observes its implementation.

4: Based on observations, administration seeks coaches' support to work with specified teachers.

5: Admin and Coaches schedule learning walks to support teachers' implementation of strategies.

6: During classroom visits, continue to observe changes in practice and provide support as needed.

7: ESE teachers share visuals, manipulatives, and other accommodations that help students do their best in Math.

8: The implementation of steps 1-6 are also used to monitor the implementation of Number Talks and the implementation of ESE supports in the classroom.

Person Responsible   Tim Ruddy (ruddyt@flaglerschools.com)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	35% of African American (AA) students scored a proficiency score in ELA and Math 2022, a 2% point decrease compared to 2021. Since 2019, our AA overall proficiency score decreased from 42% achievement to 35% achievement. 29% of Students with Disabilities (SWD) scored a proficiency score in ELA and Math 2022, a 2% point decrease compared to 2021. Since 2019, our SWD overall proficiency score decreased from 37% achievement to 29% achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	On our 22-23 FAST assessment, our AA students and SWD overall ELA and Math proficiency scores will increase 10% points compared to 2022 results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our SWD and AA students diagnostic results and summative scores in ELA and Math will be monitored and reported on during our weekly leadership team meetings as well as grade level planning sessions. Teachers will discuss which high yield teaching strategies and tier 1 differentiation they will provide based on students' results.
Person responsible for monitoring outcome:	Abra Seay (seaya@flaglerschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being	The following evidence-based strategies will be implemented for this area of focus: 1. Reinforce acceleration strategies embedded in our general education curriculum in grades K-5 through weekly communication with staff and staff meetings. 2. Exceptional Student Education (ESE)/Interventionist will collaborate with teachers to ensure that visuals, manipulatives, and other accommodations are consistently implemented in the general education classroom. 3. Teachers create safe learning environments for our students with our marginalized groups at the forefront of our planning through morning meetings, Capturing Kids Hearts

implemented for this Area of Focus.	procedures, and Positive Behavior Interventions and Support (PBIS). 4. Implement grade level tier 1 English Language Arts (ELA) differentiation for 30 mins a day 5 days a week in grades K-5th.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	According to the BESE Portal to Professional Development of educators, our teachers must consistently implement acceleration strategies, ask higher order thinking questions to assess students' mastery of content, and consistently implement accommodations for our students with disabilities in order to meet our ELA achievement and learning gain goals,. At the same time, What Works Clearing House states that strategies to promote social and emotional learning (SEL), school climate, and student voice have been connected with improvements in student academic achievement, well-being, and college and career readiness; hence our morning meetings, Capturing Kids' Hearts processes, and PBIS aligned practices provide our staff with resources and strategies to create emotionally safe spaces for all our students.

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.

1: During our weekly planning sessions, teachers review current data to plan for instruction with a paired acceleration and/or higher order thinking strategy.
2: In addition to continuing the PL, coaches and admin also continue PL on the implementation of the following: morning meetings, Capturing Kids' Hearts processes, and PBIS during faculty meetings and weekly Tuesday admin led meetings.
3: During weekly classroom visits, administration observes its implementation.
4: Based on observations, administration seeks coaches' support to work with specified teachers.
5: Admin and Coaches schedule learning walks to support teachers' implementation of strategies.
6: Our student services team use our referral data to track students that may need more SEL support outside of morning meetings and provide interventions as needed.
7: The implementation of steps 1-5 are also used to monitor the implementation of the 30 min differentiated instruction in ELA, ESE supports and goal setting in the classroom.

Person Responsible	Jamie Pedro (pedroj@flaglerschools.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to 21- 22 iready AP 3 diagnostic results, 76% of kinder, 62% of first, and 60% of second graders finished their 21-22 school year on grade level in Reading/ELA. Based on these results, our students in our primary grades K-2 are finishing their school year with reading gaps in foundational skills. Therefore, our K-2 students start their next year with gaps and needed remediation. In order for our students to be successful and competitive for future opportunities including, but not limited to scoring a level 3 or above on the end of year state assessment, advanced placement courses in secondary school and possible scholarship opportunities in post education, our percentage of students leaving grades K-2 on or above grade level must exceed 85% in ELA.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to 21- 22 iready AP 3 diagnostic results, 72% of third, 64% of fourth, and 47% of fifth graders finished their 21-22 school year on grade level in Reading/ELA.

Overall 21-22 Florida Standards Assessment (FSA) English Language Arts (ELA) scores are as follows:
Achievement: 55%
Learning Gains: 49%
Lowest Quartile Learning Gains: 44%

Compared to 2018 - 2019 in ELA, Rymfire Elementary students experienced a 6% decrease in achievement, an 8% decrease in our learning gains, and a 6% decrease amongst our lowest quartile on the 2022 ELA FSA.
However, when comparing our results to 20-21, our students increased 7% in our lowest quartile.

Our 2018 3rd Grade cohort decreased 15% points in ELA from 3rd to 6th grade when comparing their proficiency results from 3rd to 6th grade. While this cohort of students' proficiency rate also decreased across the state, Rymfire's students' scores decreased 10 percentage points more than the state.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based on STAR results on the summative outcome or PM 3 2023 results will yield the following outcomes:
80% of our Kinder, 80% of first grade, and 70% of second grade students will finish on or above grade level expectations.

Grades 3-5: Measureable Outcome(s)

Based on 2023 FAST results, our 2021 3rd grade cohort of students will score 70% proficiency as a 5th grade cohort which is 10% increase compared to their 4th grade achievement score of 60%.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Our leadership team reviews data, both diagnostic, formative, and summative, in order to determine instructional coaching needs and / or student specific differentiation needs during our weekly leadership team meetings.
Our leadership team also visits classrooms weekly to affirm highly engaging instruction and help determine model classrooms to support coaching needs of peers.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Lee, Travis, leet@flaglerschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The following strategies will be used to increase student performance in ELA:
1. Acceleration Strategies embedded in our general education curriculum in grades K-5 such as previewing and scaffolding instruction, providing differentiated assignments, provide a double dose of material, provide remediation as needed, and review concepts.
2. Implementing 30 minutes a week of iready instruction in our ELA block.
3. Facilitating backwards common planning in grades K-5 where teachers begin instruction with the ELA BEST standards at the forefront of planning.
3. Exceptional Student Education (ESE)/Interventionists will collaborate with teachers to ensure that visuals, manipulatives, and other accommodations are consistently implemented in the general education classroom.
4. Differentiated instruction based on formative and summative ELA results which are reviewed and planned for weekly.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

According to the Florida Center for Reading Research and John Hattie's research on effect sizes, acceleration strategies assess students' mastery of content and the consistent implementation of accommodations for our students with disabilities will increase student achievement and in doing so will positively impact learning gains. At the same time, Evidence for ESSA, listed i-ready instruction as promising.
Furthermore, providing specific feedback after classroom visits, informals, and evaluations supports the Institute of Education Sciences that follow-up exploratory analyses among the two-year districts found that teachers were more likely to receive mentor feedback on improving instructional practices, suggesting student achievement may have been improved because of this individualized support.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Our Literacy Leadership Team will disaggregate data to determine our grade levels' reading strengths and opportunities for growth. Since our literacy leadership team is comprised of instructional staff across grade levels, these instructional leaders will encourage, model, and support effective reading instructional practices amongst their team(s).	Taylor, Caryn, taylorc@flaglerschools.com
Literacy Coaching: Based on student assessment results and weekly classroom visits, our coaches will work with specific teachers to enhance effective teaching practices through coaching cycles as well as schedule learning walks through model classrooms with identified purpose(s) with a paired follow up.	Pedro, Jamie, pedroj@flaglerschools.com
Coaches and admin continue PL of acceleration and higher order thinking strategies during faculty meetings and weekly Tuesday admin led meetings.	Pedro, Jamie, pedroj@flaglerschools.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.

Rymfire Elementary School promotes student success in school by creating partnerships with businesses, agencies, community members and parents. To develop and sustain these partnerships, good communication is essential. There needs to be a shared vision between stakeholders. All actions are developed around creating experiences that promote student success. We develop partnerships with our stakeholders in 5 categories.

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

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

1) Parent Education opportunities including ELA Standards Night, Math Standards Night, Technology Night, Night at the Museum, Quarterly Coffee with the Principal Meetings, and ESOL Classes for Adults.

2) Shared Decision-Making and Two-Way Communication through Newsletters, digital platforms such as Dojo or Remind, weekly phone calls and emails to families via Skylert, Surveys, SAC, and PTO as well as School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP) review meetings.

3) Volunteering Opportunities including Parent/Community Volunteers, Reading PALS, Reading Mentors

Program through Flagler Volunteer Services, Fall Festival, Veterans in the classroom, and the Annual Roadrunner 5K.

4) Use of Community Resources through partnerships with Lowe's and Publix, Palm Coast Carrabba's, Big Frog, Hot Yoga Lounge, Marineland, Kona Ice, use of Behavioral/Mental Health Services, and the Flagler County Education Foundation. We also have developed partnerships with local agencies to support our Classroom to Careers Program (Medical Sciences, Health and Fitness). These agencies include the Flagler County Health Department, Advent Health Palm Coast, Diabetes Alliance, Nursing Programs from Bethune-Cookman University and Daytona State College. We also partner with the Flagler County Health Department to bring the Dental Sealant Program to our students in grades 1-5.

5) Student Community Services including K-Kids (3-5), Student Council (3-5), Principal's Advisory Committee (4-5) and Community Problem Solvers (5).

6)Implementing Morning Meetings, a designated 15 minutes every morning, for teachers to establish and/or restore positive relationships and classroom communities through the implementation of Positive Behavioral Intervention Supports (PBIS) and Capturing Kids Hearts (CKH).