Rock Crusher Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Rock Crusher Elementary School

814 S ROCK CRUSHER RD, Homosassa, FL 34448

https://rce.citrusschools.org/

School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Haynes, Amanda	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.
Bogart, Barbara	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. * JOB GOAL 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. ADMINISTRATIVE Page 2 of 2 ASSISTANT PRINCIPAL (Continued): PERFORMANCE RESPONSIBILITIES (Continued): (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. *

Name	Position Title	Job Duties and Responsibilities
		(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 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. *

Name	Position Title	Job Duties and Responsibilities
		(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 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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Input from our teachers and staff was obtained prior to the conclusion of the 2022-23 school year. Data from state and district assessments, behavioral data, as well as staff, student, and parent survey data was presented to staff for input, feedback and analysis. The feedback derived from this presentation was shared during our official school improvement planning day on July 10th, 2023. Various stakeholders including parents, community members, and staff members were invited to this planning day and participated in the development of our plan. The plan was shared with all instructional staff on August 1st during pre-planning.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our school improvement plan will be monitored monthly by our school improvement committee which includes representatives from each grade level and specialty. Need for revision will be considered as we discuss throughout the year.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	21%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	17	24	23	18	30	0	0	0	112
One or more suspensions	1	1	11	5	7	6	0	0	0	31
Course failure in English Language Arts (ELA)	0	1	8	13	5	5	0	0	0	32
Course failure in Math	0	1	3	6	3	9	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	5	10	12	0	0	0	27
Level 1 on statewide Math assessment	0	0	0	1	5	12	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	25	29	24	16	0	0	0	101

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	4	0	0	0	1	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	16	21	17	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	8	10	19	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	40	36	37	0	0	0	113

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	16	21	0	17	0	0	54

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	12	5	0	9	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	4	0	0	0	1	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	16	21	17	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	8	10	19	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	40	36	37	0	0	0	113

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	16	21	0	17	0	0	54

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	12	5	0	9	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	51	53	60	53	56	56		
ELA Learning Gains				64			49		
ELA Lowest 25th Percentile				52			47		
Math Achievement*	64	55	59	66	52	50	71		
Math Learning Gains				55			52		
Math Lowest 25th Percentile				56			39		
Science Achievement*	56	49	54	41	53	59	53		
Social Studies Achievement*					55	64			
Middle School Acceleration					48	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		60	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	233
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	2	2
ELL				
AMI				
ASN				
BLK				
HSP	55			
MUL	45			
PAC				
WHT	61			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	1	1
ELL				
AMI				
ASN				
BLK	38	Yes	2	
HSP	58			
MUL	46			
PAC				
WHT	62			
FRL	54			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			64			56					
SWD	26			38			23				4	
ELL												
AMI												
ASN												
BLK												
HSP	44			69							3	
MUL	46			58			20				4	
PAC												
WHT	60			65			63				4	
FRL	50			58			51				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	60	64	52	66	55	56	41					
SWD	22	38	39	29	38	33	0					
ELL												
AMI												
ASN												
BLK	33			42								
HSP	43	62		63	62							
MUL	50	47		55	33							
PAC												
WHT	66	67	58	70	57	67	48					
FRL	56	60	46	64	56	59	34					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	56	49	47	71	52	39	53					
SWD	42			67			80					
ELL												
AMI												
ASN												
BLK	20			50								
HSP	46			38								
MUL	33			67								
PAC												
WHT	60	52	47	74	56	40	57					
FRL	52	44	50	65	47	38	48					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	57%	1%	54%	4%
04	2023 - Spring	67%	56%	11%	58%	9%
03	2023 - Spring	58%	46%	12%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	82%	62%	20%	59%	23%
04	2023 - Spring	68%	58%	10%	61%	7%
05	2023 - Spring	52%	54%	-2%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	49%	7%	51%	5%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was ELA in grades 1-5.
Grades 1-2 showed 55% proficiency in STAR; Grades 3-5 showed 61% proficiency in Cambium testing (FAST).
Our relative strength across grade levels in ELA was 4th grade with 67% proficiency. Both 3rd and 5th grades were at 58% proficiency.
Some possible contributing factors may be accelerated math in the 3rd grade and a focus on that subject area and a first year teacher who departmentalized in 5th grade ELA teaching two homerooms.

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

In the 2021-22 school year, ELA achievement was 60%, and improved to 61% in grades 3-5 in the 2022-23 school year.
In the 2021-22 school year, Math achievement was 66%, and improved to 67% in grades 3-5 in the 2022-23 school year.
In the 2021-22 school year, Science achievement was 41%, and improved to 56% in grades 3-5 in the 2022-23 school year school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average was in Grade 5 Math, where RCE was 52% proficiency compared to the state average of 55%. Possible contributing factors to grade 5 math proficiency may be related to social challenges experienced by our 5th grade group as well as higher than average absences across the grade level.

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

Grade 5 Science showed the most improvement with a 15% gain (41% to 56%). RCE fully implemented Study Island with an emphasis on reviewing previously taught content and friendly competition with reinforcers to complete lessons. The 5th grade team provided incentives to motivate students to complete the program through 5th grade.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern is with students scoring Level 1's in grades 4-5 was 22 on the statewide assessment. Another area of concern is with 112 students in grades 1-5 with below 90% attendance.

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

1) Increasing ELA achievement.
2) Increasing Math achievement.
3) Improving our student citizenship behaviors.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

On the 2022 federal index score, our SWD students scored 28% which falls below the 40% cutoff.
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 2023-24 federal index score of 41% proficiency for our African-American/Black students as well as our students with disabilities.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

During monthly data chats and quarterly data days we will utilize multiple data sources, including FAST, iReady, Reflex, and classroom assessments to monitor the progress of African American/Black and SWD students.

Person responsible for monitoring outcome:

Amanda Haynes (haynesa@citrusschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of BEST standards instruction with curriculum fidelity
Utilization of curriculum companions - iReady, UFLI, Magnetic Reading - to provide targeted intervention through the tier process

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

iReady, UFLI, and Magnetic are research-based reading programs which support all elements of reading in order to increase proficiency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teacher teams will meet in small groups weekly throughout the year with administration and instructional coach to plan instruction, assessment, and reteaching.

Person Responsible: Amanda Haynes (haynesa@citrusschools.org)

By When:

Teacher teams will meet in small groups quarterly with the iReady facilitator, administration, and the instructional coach to analyze data and specifically examine the progress of African American/Black and SWD students.

Person Responsible: Amanda Haynes (haynesa@citrusschools.org)

By When:

Teachers will participate in ongoing professional learning focused on our curriculum companions for implementation fidelity and maximization of impact for our subgroups.

Person Responsible: Amanda Haynes (haynesa@citrusschools.org)

By When:

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data component that showed the lowest performance was ELA in grades 1-5.
Grades 1-2 showed 55% proficiency in STAR; Grades 3-5 showed 61% proficiency in Cambium testing PM3 (FAST).
Our relative strength across grade levels in ELA was 4th grade with 67% proficiency. Both 3rd and 5th grades were at 58% proficiency. We would like to increase proficiency in reading.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

From PM2 to PM3 in Cambium/FAST testing we increased proficient students by 17% on average. This year we will increase our proficiency 20% on average from PM2 to PM3 in ELA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Instructional rigor in ELA will be monitored by classroom walkthroughs weekly. We will monitor student progress with Cambium/FAST PM1 and PM2 results as well as iReady diagnostics tri-annually.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of BEST standards instruction with curriculum fidelity (Wonders)
Utilization of curriculum companions - iReady, UFLI, Magnetic Reading - to provide targeted instruction

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Wonders, iReady, UFLI, and Magnetic are research-based reading programs which support all elements of reading in order to increase proficiency.
Classroom walkthroughs will be tied to the district instructional framework, which focuses on evidenced-based instructional practices.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

District adopted and approved research-based curriculum and curriculum companions will be utilized with fidelity to provide instruction.

Person Responsible: Amanda Haynes (haynesa@citrusschools.org)

By When:

Administration will meet with teacher teams weekly, monthly, and quarterly to plan instruction, examine formative and summative assessment outcomes, and participate in professional learning.

Person Responsible: Amanda Haynes (haynesa@citrusschools.org)

By When:

No description entered

Person Responsible: [no one identified]

By When:

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Grades K-2 showed 66% proficiency in STAR; Grades 3-5 showed 67% proficiency in Cambium testing PM3 (FAST).
Our relative strength across grade levels in Math was 3rd grade with 82% proficiency.
From PM2 to PM3 in Cambuim/FAST testing we had an average increase of 32%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

This year we will increase our proficiency 35% on average from PM2 to PM3 in Math.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Through continuous walkthroughs and observation data to track instructional strategies, FAST PM1 and PM2 results as well as iReady diagnostics tri-annually. iReady progress monitoring to identify student needs and administration data chats with iReady support to enhance student data awareness.

Person responsible for monitoring outcome:

Amanda Haynes (haynesa@citrusschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of adopted, curriculum, teaching to the standards and Big M's, quarterly data days to analyze data, and data chats to identify student area of needs. iReady is a research-based, approved program which includes tools for instruction to target student learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

iReady is used throughout all grade levels and teachers are goal-setting with students to monitor their growth and is a researched-based math program which supports all math standards.
Classroom walkthroughs will be tied to the district instructional framework, which focuses on evidenced-based instructional practices.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

District adopted and approved research-based curriculum and Big M curriculum companions will be utilized with fidelity to provide instruction.

Person Responsible: Amanda Haynes (haynesa@citrusschools.org)

By When:

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We would like to increase our student citizenship behaviors including student to student respect behaviors and positive classroom behaviors. On our last Spring school survey student to student respect scored 78% average (when parent, student, and staff scores were considered).

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our student, staff, and parent average in this area to 83%, which is a 5% increase from the 2022-23 to 2023-24 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will analyze discipline data continuously (at least monthly) to determine trends and closely emphasize student interactions within the data trends.
We will observe students within less structured settings including recess and lunch to take note of their interactions.
We will analyze the results of annual spring surveys to determine outcomes from parents, students, and staff.

Person responsible for monitoring outcome:

Amanda Haynes (haynesa@citrusschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive behavior strategies will be implemented.
Standards-based citizenship instruction will be utilized with an emphasis on student-to-student conduct.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

PBS is a research and evidence-based program.
Our state standards address citizenship behaviors.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- increase utilization of success club to include citizenship focus monthly
- continue BUG awards
- add Gotcha Gopher awards to be given by support staff with a focus on citizenship
- morning show - for direct instruction of citizenship concepts as well as recognition of students

demonstrating good citizenship
- monitoring - discipline data, observation, surveys

Person Responsible: Barbara Bogart (bogartb1@citrusschools.org)

By When: May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

1 - Input is sought from each grade level and teaching team regarding their needs for any supplementary materials or curriculum as indicated by student data outcomes.
2 - Materials and/or curriculum being considered for adoption/purchase are evaluated based on their research basis, connection with standards, district approval status, and their viability in supporting the identified area of need per our school improvement plan.
3 - Once materials/resources/curriculum/staff are budgeted for, their usage is carefully planned to ensure maximum benefit directly to students.
4 - Student data is continuously monitored to evaluate the effectiveness of applied resources, staffing, curriculum, and professional learning on student achievement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be shared with stakeholders during our first SAC meeting in September of 2023. Additionally, it will be published on the school's website https://rce.citrusschools.org/ for parents and the public to review. Our school improvement goals will be shared at the beginning and throughout the school year with all staff.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

RCE will publish a monthly newsletter which will be shared online (Gopher Gazette) for families and public access. Teachers will communicate regularly with their parents regarding student progress through a variety of methods including in-person conferences. Parents will receive weekly

announcements via phone message, email and text message regarding upcoming events and reminders. Events will be scheduled at least quarterly for parent and community involvement. Title 1 programs will be reviewed at our Title 1 events. Our banner sign on Rock Crusher Road will be changed to reflect updates and reminders to families and inform the community. We will welcome community organizations as partners including the Boy Scouts, Girl Scouts, YMCA, and local team sports to our facility.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

RCE will continue to focus on strengthening academic instruction through teacher development, use of adopted and accelerated curriculums, and the encouragement of student effort. Throughout the school year, our monthly meetings will focus on instructional strategies. We will meet weekly to plan rigorous instruction as grade level teams. We will meet quarterly to examine student data and determine next steps along with our iReady facilitator support. We will provide the opportunity for teachers to observe modeled lessons as well as observe in other classrooms around the school for best practices to implement in their own classrooms.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A