Richardson Sixth Grade Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Richardson Sixth Grade Academy

646 SE PENNSYLVANIA ST, Lake City, FL 32025

http://rsga.columbiak12.com/

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.

Richardson Sixth Grade Academy provides a safe, supportive, and dynamic community for all learners where academic and personal excellence are expected to achieve high levels of success.

Provide the school's vision statement.

Through partnerships between school, home and community we will help our students become positive, productive members of the community.

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
Lee, Lisa	Principal	To provide the leadership and vision necessary to develop and administer middle grades' educational programs that optimize available human and material resources to provide successful high quality educational experiences for students in a safe and orderly environment.
Adams, Sean	Assistant Principal	To assist the principal with all administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the middle school and the district.
Cason, Mary	Instructional Coach	To provide a schoolwide focus on generating improvement instruction and achievement across the curriculum.
Johnson, Tanya	School Counselor	To provide comprehensive guidance and counseling services to students, parents, and teachers so that students are able to graduate from high school and proceed to advanced study or the world of work.
Kelly, Narvette	Curriculum Resource Teacher	To enhance school curriculum and parental involvement programs that are site specific, research based and data driven through coordination and effective communication with parents, teachers, administrators and community representatives.
Lear, Michelle	Math Coach	To provide a schoolwide focus on generating improvement in mathematics instruction and mathematics achievement.

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.

For all Title I schools, the Schoolwide Improvement Plan is considered as the Title I Schoolwide Program Plan for each campus. To satisfy schoolwide planning requirements for Title I, Richardson Sixth Grade Academy (RSGA) provided an overview to rising sixth grade parents about the Richardson Sixth Grade Academy Title I Program. An opportunity to complete a Parent Input Survey for the 2023-2024 school year was provided at RSGA's Annual Step Up Night held in the Spring of the preceding year. A Schoolwide Improvement Plan for the school was drafted based on Parent Input Survey results, Title I Parent and Family Engagement Survey results from parents, recommendations from school personnel, School Advisory Council members, Student Council representatives and using the results from our annual Comprehensive Needs Assessment conducted the Spring of 2023.

At the beginning of the 2023-2024 school year, assessment results for the incoming cohort of students were reviewed. Parents were given another opportunity to participate in the process through completion of 2023-2024 Parent Input Survey, an opportunity to provide input at our Red Carpet Parent Orientation, and by joining the RSGA School Advisory Council. Plans were modified based on the needs of the incoming cohort of students and parents using the information obtained.

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's Title I Schoolwide Program Plan The Richardson Sixth Grade Academy School Advisory Council (RSGA SAC) reviews our school's Title I Schoolwide Program Plan at every meeting. The council is composed of at least 51% parent/ community members. Plans will reviewed along with progress monitoring results at all School Advisory Council meetings as a part of the work of the 2023-2024 School Advisory Council. All stakeholders are invited to School Advisory Council meetings and have an opportunity to participate.

In addition to the School Advisory Council's work, RSGA will clearly communicate our goal for improvement in attendance, behavior and stakeholder engagement, starting with a base numbers for improvement goal. Throughout the year, we will monitor the increase/ decrease in stakeholder engagement and student/teacher success by reaching out to students/staff and community members for feedback monthly. Semi-monthly data Meetings to discuss/track data and refer back to the SIP goals. Students will monitor their own achievement throughout the school year through data/ performance tracking and student-held parent conferences where they share their data /results. Title I Compacts will be used during parent/student conferences to guide discussions.

A Mid Year Review Process is conducted annually involving all stakeholders. At the conclusion of each school year, a Comprehensive Needs Assessment is conducted in order to evaluate the effectiveness of schoolwide plans for the year. Sign in sheets, agendas, meeting minutes (when applicable) with documented recommendations from stakeholders will provide the necessary documentation of all activities.

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)	Middle School 6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	44%
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)* English Language Learners (ELL) 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: C 2019-20: A 2018-19: A 2017-18: C
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	0	0	0	0	0	85	0	0	85
One or more suspensions	0	0	0	0	0	0	45	0	0	45
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	24	0	0	24
Course failure in Math	0	0	0	0	0	0	34	0	0	34
Level 1 on statewide ELA assessment	0	0	0	0	0	0	76	0	0	76
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	70	0	0	70

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	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	11	0	0	11

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	82	0	0	82
One or more suspensions	0	0	0	0	0	0	41	0	0	41
Course failure in ELA	0	0	0	0	0	0	26	0	0	26
Course failure in Math	0	0	0	0	0	0	30	0	0	30
Level 1 on statewide ELA assessment	0	0	0	0	0	0	70	0	0	70
Level 1 on statewide Math assessment	0	0	0	0	0	0	91	0	0	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	76	0	0	76

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	0	0	0	70	0	0	70

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	17	0	0	17

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	82	0	0	82
One or more suspensions	0	0	0	0	0	0	41	0	0	41
Course failure in ELA	0	0	0	0	0	0	26	0	0	26
Course failure in Math	0	0	0	0	0	0	30	0	0	30
Level 1 on statewide ELA assessment	0	0	0	0	0	0	70	0	0	70
Level 1 on statewide Math assessment	0	0	0	0	0	0	91	0	0	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	76	0	0	76

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	0	0	0	70	0	0	70

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	17	0	0	17

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*	55	47	49	50	48	50	56		
ELA Learning Gains				47			53		
ELA Lowest 25th Percentile				32			39		
Math Achievement*	51	52	56	56	32	36	57		
Math Learning Gains				54			45		
Math Lowest 25th Percentile				54			38		
Science Achievement*		49	49		52	53			
Social Studies Achievement*		61	68		50	58			
Middle School Acceleration		63	73		41	49			
Graduation Rate					50	49			
College and Career Acceleration					64	70			
ELP Progress			40		63	76			

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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	106
Total Components for the Federal Index	2
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
2022-23 ESSA SUBGROUP DATA SUMMARY				
SWD	17	Yes	2	2
ELL	70			
AMI				
ASN				
BLK	38	Yes	2	
HSP	57			
MUL	48			
PAC				
WHT	61			
FRL	49			

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%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD	24	Yes	1	1
ELL	60			
AMI				
ASN				
BLK	39	Yes	1	
HSP	53			

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%
MUL	53			
PAC				
WHT	52			
FRL	45			

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	55			51								
SWD	19			14							2	
ELL	70			70							2	
AMI												
ASN												
BLK	41			34							2	
HSP	54			59							2	
MUL	50			45							2	
PAC												
WHT	63			59							2	
FRL	51			46							2	

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	50	47	32	56	54	54						
SWD	18	24	22	21	26	35						
ELL	46	58		69	67							
AMI												
ASN												

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
BLK	34	35	32	34	47	53						
HSP	47	48		64	52							
MUL	41	55	77	48	45	50						
PAC												
WHT	61	51	16	68	59	55						
FRL	43	42	33	47	54	52						

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	53	39	57	45	38						
SWD	25	33	38	25	31	29						
ELL												
AMI												
ASN												
BLK	31	33	25	36	38	42						
HSP	63	68		55	38							
MUL	70	74		59	63							
PAC												
WHT	66	61	47	68	47	24						
FRL	44	42	30	46	38	35						

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
06	2023 - Spring	52%	53%	-1%	47%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	57%	58%	-1%	54%	3%

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.

English Language Arts data from the Florida Assessments of Student Thinking (FAST ELA) data shows our Students With Disabilities (SWD) are underperforming relative to their peers. 38% of our Students With Disabilities showed learning gains on the 2022-2023 FAST ELA assessment. The underperformance of this subgroup has been consistent at Richardson Sixth Grade Academy (RSGA) since the 2020-2021 school year. Academic concerns connected to the disabilities of the students and conditions impacted by middle school transition are contributing factors.

Of the eight elementary schools RSGA received sixth grade students from for the 2022-2023 school year, five schools (63%) had a Federal Index identification for this subgroup of students. For all five of those schools, that was the only subgroup to miss the target. Even though the performance of Students with Disabilities has consistently lagged behind other subgroups at RSGA, the number of elementary schools Federal Index identification for the district's elementary schools has not been a consistent trend.

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

English Language Arts Performance and Learning Gains
The 2022-2023 school year is the first year Richardson Sixth Grade Academy did not have a school-based progress monitoring solution available to target areas of support our students needed and for monitoring day-to-day progression. Language Arts teachers began implementation of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. The Language Arts department was also primarily comprised of teachers who had less than three years of experience teaching the grade and subject.

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.

English Language Arts Performance of the Lowest 25th Percentile
One consistent trend has been the lack of vocabulary development and background knowledge of our student population. RSGA serves a significant number of students from a lower socioeconomic background where exposure to experiences is lacking, which results in students lacking background knowledge to bring to experiences encountered in reading texts. The learning gains of subgroup of students has consistently been lower than the general school population as well. A large portion of this subgroup also a part of other subgroups that are lower performing than the general population.

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

Math Performance of the Lowest 25th Percentile
Richardson Sixth Grade Academy's has a mathematics department composed of experienced teachers who collaboratively plan with guidance and support from a school-based Mathematics Coach. The coach serves students within the classroom setting and in small groups as needed. Our district also provides additional support and training during the school year. The newly adopted mathematics series has an accompanying web based solution that offers students remediation and practice in areas needed; and mathematics is integrated into science instruction across campus, providing additional exposure to content.

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

1. Level 1 on statewide ELA assessment
2. Students with One or more suspensions

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

1. English Language Arts Performance of the Lowest 25th Percentile
2. English Language Arts Performance and Learning Gains
3. Decreasing the Number of Students with one or more suspensions
4. Increasing Percentage of Proficiency and Learning Gains of Students in Mathematics, and Science
5. Increasing the number of Family and Community Partnerships to raise student achievement.

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

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

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.

Evidenced based programs will be utilized to provide students with opportunities to receive instruction and interventions tailored to their needs, allowing for both acceleration and remediation within each discipline. By providing supplemental educational materials and resources geared towards the B.E.S.T. Standards in Language Arts and Mathematics, every student will receive instruction through resources structured in a format similar to what students will see on Florida Assessments of Student Thinking (F.A.S.T.). The research and evidence-based resources provided will aid teachers in differentiating instruction to address individual needs of students.

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

From beginning to end of year assessments, 60% of RSGA students make learning gains in English Language Arts, Mathematics, and Science as assessed through F.A.S.T. and Performance Matters progress monitoring assessments.

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

Teachers and the Leadership Team will meet to gather and analyze data based on unit assessments and progress monitoring from FAST, Performance Matters and the IXL progress monitoring platform on an ongoing basis.

Richardson Sixth Grade Academy will engage in progress monitoring three times during the 2023-2024 school year. F.A.S.T. Progress Monitoring Assessments in Reading and Mathematics will be used as the baseline assessments for determining student growth and progress. The IXL educational software program includes a progress monitoring component, provides students with ongoing practice in targeted areas of need, and offers opportunities for curriculum acceleration for students demonstrating mastery of grade level content.

Results from the Fall and Winter administrations of the FAST and IXL assessments will be used to determine if each student is making adequate learning gains towards the achievement of this Area of Focus. Results will be used to modify instructional practices in order to ensure each student will make adequate learning gains. The Schoolwide Improvement Plan Mid-Year Review process will reveal which strategies are being implemented with fidelity and strategies that will need to be modified based on progress monitoring results.

Person responsible for monitoring outcome:

Mary Cason (casonm@columbiak12.com)

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.)

Schoolwide implementation of Visible Learning Strategies

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

According to John Hattie (2009), using Visible Learning Strategies that result in at least 1 year of growth should be a constant goal for teachers. Teachers must use evidence of what is working and what is not working to inform their actions and their use of every possible resource (especially peers) to move

students from where they are now to where the teacher thinks they should be. 1. Hattie, J. (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge: Taylor & Francis Group, New York. 2. https://www.leaderinme.org/

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.

Facilitate grade level and department planning to support the creation of benchmark aligned lessons.

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

By When: July 2023

Monitor lesson plans for evidence based instructional practices.

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

By When: Weekly

Provide professional learning to all teachers to ensure that the program IXL is implemented with fidelity.

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

By When: August 2023

At least 30 min of IXL intervention will be provided weekly.

Person Responsible: Jena Barker (barkerj@columbiak12.com)

By When: ongoing (Note: All core teachers will serve as Persons Responsible.)

Students will monitor their own grades, data, and growth during school wide Leader In Me program WIG Wednesdays.

Person Responsible: Michelle Lear (learm@columbiak12.com)

By When: beginning September 2023/ ongoing

Conduct coaching cycles for teachers who need support with evidence based Tier 1 instruction, and support departments as they plan standards aligned lessons.

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

By When: ongoing

Teachers will participate in classroom walkthroughs to observe evidence based instructional practices.

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

By When:

Conduct monthly meetings to review data trends from assessments and adjust as needed.

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

By When: beginning September 2023, ongoing

Use Interactive Notebooks in all classrooms on a daily basis.

Person Responsible: Michelle Lear (learm@columbiak12.com)

By When: August 2023, ongoing (Note: All core teachers are Persons Responsible)

Integrate note-taking strategies and ELA B.E.S.T. Standards expectations into instruction (ex. Cornell notes).

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

By When: August 2023, ongoing (Note: All core teachers are Persons Responsible)

Incorporate real-life investigations into instruction through the use of technology/ web-based programs and resources in order to simulate live experiences (Flocabulary, BrainPOP, Generation Genius, Quizlet, videos, etc.).

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

By When: August 2023, ongoing (Note: All core teachers are Persons Responsible)

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

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

By When: August 2023, ongoing (Note: All science teachers are Persons Responsible)

Implement weekly demonstrations and experimentation using the scientific process based on and as outlined in the Florida Next Generation State Standards.

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

By When: August 2023, ongoing (Note: All science teachers are Persons Responsible)

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

Person Responsible: Michelle Lear (learm@columbiak12.com)

By When: August 2023, ongoing

Integrate reading strategies and B.E.S.T. Language Arts standards into instruction throughout the day.

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

By When: August 2023

Use of a Curriculum Resource Teacher to provide curricular resources and effective supplemental instructional materials, and train in the use and implementation of the materials, coordinate each school's Title I program, including parent and family engagement activities, in order to maximize efforts to increase student achievement.

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

By When: August 2023

Use of an Instructional Coach to provide embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. PD will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that are focused on the learning needs of students that is unique to each school.

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

By When: August 2023

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

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

By When: August 2023

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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.

FAST Progress Monitoring Assessment data shows our Black/ African American students are underperforming relative to their peers. 51% of our Black/ African American students showed learning gains on the 2022-2023 FAST English Language Arts end-of-year assessment, less than the general population.

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

50% of our Black/ African American students will show growth on the FAST assessments from progress monitoring period 1 to period 3.

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

Progress monitoring will be conducted three times during the 2022-2023 school year. using F.A.S.T. in Reading and Mathematics. Results from the Fall and Winter administrations of the assessments will be used to determine if each student is making adequate learning gains towards the achievement of this Area of Focus and to modify instructional practices to ensure each student will make adequate learning gains. The Schoolwide Improvement Plan Mid-Year Review process will reveal which strategies are being implemented with fidelity and strategies that will need to be modified based on progress monitoring results.

Person responsible for monitoring outcome:

Tanya Johnson (johnsont@columbiak12.com)

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.)

Progress Monitoring: Using Student Achievement Data To Support Instructional Decision Making When teachers use systematic progress monitoring to track their students progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better (Fuchs & Fuchs, 2003). The strategy enables teachers to compare a student's progress to the rate of improvement needed to meet end-of-year goals. If the rate at which a particular student is learning seems insufficient, teachers can adjust instruction. Works Cited: Fuchs, L.S. and Fuchs, D. (2003). What is scientifically-based research on progress monitoring? National Center on Student Progress Monitoring: Washington DC.

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

By using assessments as a tool to drive and improve instruction, practices can be implemented to encourage student achievement based on strategies that engage students and raise student achievement.

A significant portion of African American students who attend Richardson Sixth Grade Academy are also economically disadvantaged. Students coming from environments of need often have less opportunities outside of school to receive support for their learning. Students in high poverty schools typically cannot come before school, stay after school to engage in additional learning opportunities, attend sporting events nor other activities due to lack of transportation, resources, and due to additional responsibilities at home. Consequently, schools are able to effectively apply some strategies to a captive group of struggling students during the school day, which is what RSGA is endeavoring to accomplish.

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.

Identify the Level 1 and Level 2 students that fall under two or more of the subgroups that appear on the Federal Index in Reading and Math. Review the services (if any) they receive. Determine if additional are needed, along with supports.

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

By When: September 2023

Use of Intensive Reading Teacher to provide supplemental reading intervention to all Level 1 and Level 2 students.

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

By When: September 2023

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

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

By When: September 2023

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

Person Responsible: Michelle Lear (learm@columbiak12.com)

By When: September 2023

Train teachers in the use of evidence-based practices that will raise the achievement of color.

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

By When: November 2023

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

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

By When: November 2023

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

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

By When: October 2023/ ongoing (Note: All Classroom Teachers are Persons Responsible)

Provide technology/ web-based software, materials, and supplies that provides individualized instruction for students.

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

By When: October 2023/ ongoing

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

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

By When: October 2023/ ongoing

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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.

FAST Progress Monitoring Assessment data shows our Students with Disabilities are underperforming relative to their peers. Only 38% of our Students with Disabilities showed learning gains on the 2022-2023 FAST English Language Arts end-of-year assessment.

A significant number of the Students With Disabilities at Richardson Sixth Grade Academy come from home environments characterized as economically disadvantaged. Students coming from environments of need often have less opportunities and resources outside of school to receive support for their learning. Students who are identified as learning disabled face additional barriers in learning and academic achievement due to manifestations of their disabilities. These students require learning environments that meet them where they currently are through use of accommodations to help them access the curriculum.

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

50% of our students with disabilities will show growth on the FAST English Language Arts section of the FAST from progress monitoring period 1 to period 3.

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

Progress monitoring will be conducted three times during the 2022-2023 school year. using F.A.S.T. in Reading and Mathematics. Results from the Fall and Winter administrations of the assessments will be used to determine if each student is making adequate learning gains towards the achievement of this Area of Focus and to modify instructional practices to ensure each student will make adequate learning gains. The Schoolwide Improvement Plan Mid-Year Review process will reveal which strategies are being implemented with fidelity and strategies that will need to be modified based on progress monitoring results.

Person responsible for monitoring outcome:

Lisa Lee (leel@columbiak12.com)

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.)

Progress Monitoring: Using Student Achievement Data To Support Instructional Decision Making When teachers use systematic progress monitoring to track their students progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better (Fuchs & Fuchs, 2003). The strategy enables teachers to compare a student's progress to the rate of improvement needed to meet end-of-year goals. If the rate at which a particular student is learning seems insufficient, teachers can adjust instruction. Works Cited: Fuchs, L.S. and Fuchs, D. (2003). What is scientifically-based research on progress monitoring? National Center on Student Progress Monitoring: Washington DC.

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

By using assessments as a tool to drive and improve instruction, practices can be implemented to encourage student achievement based on strategies that engage students and raise student achievement.

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.

Identify the Level 1 and Level 2 students that fall under two or more of the subgroups that appear on the Federal Index in Reading and Math. Review the services (if any) they receive. Determine if additional are needed, along with supports.

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

By When: September 2023

District ESE personnel will conduct professional learning on evidence based practices and requirements for serving Students with Disabilities (SWDs).

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

By When: September 2023

Use of Intensive Reading Teacher to provide supplemental reading intervention to all Level 1 and Level 2 students.

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

By When: September 2023

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

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

By When: September 2023/ ongoing

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

Person Responsible: Michelle Lear (learm@columbiak12.com)

By When: September 2023/ ongoing

FDLRS Personnel will train teachers in the use of evidence-based practices that will raise the achievement of SWDs.

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

By When: October 2023

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

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

By When: October 2023

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

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

By When: October 2023/ ongoing (Note: All Classroom Teachers are Persons Responsible)

Provide technology/ web-based software, materials, and supplies that provides individualized instruction for students.

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

By When: October 2023

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

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

By When: October 2023/ ongoing

#4. Positive Culture and Environment specifically relating to Early Warning System

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.

As students transitioned from elementary school,
33 rising sixth grade students in the 2021-2022 cohort were suspended from school one or more times in elementary school.
41 rising sixth grade students in the 2022-2023 cohort were suspended from school one or more times in elementary school.
45 rising sixth grade students in this year's cohort (2023-2024) were suspended from school one or more times in elementary school.

At Richardson Sixth Grade Academy,
There were 216 discipline referrals in the categories of fighting, insubordination and inappropriate behavior during the 2021- 2022 school year.
There were 314 discipline referrals in the categories of fighting, insubordination and inappropriate behavior during the 2022- 2023 school year.

We desire to reverse these trends.
Consequences for the infractions are administered according to guidelines set forth in the Columbia County School District's Code of Conduct. As a result, students miss a significant amount of learning time, which impacts student achievement. As a middle school serving students transitioning from elementary to secondary, creating self-reliant students who can learn to interact socially in a positive manner is our overall goal. By placing specific focus on this area, we believe there will be a positive impact on student achievement and the overall development of our students.

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

Decrease the number of referrals in the categories of fighting, insubordination and inappropriate behavior by 32% as compared to the number of referrals in 2023.

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

Review and share monthly Discipline data with Leadership and Teachers.
Leader In Me Staff, student and parents surveys Mid-year.
Meet with faculty three times a year for progress toward goal.
Track specific teacher, team, and student discipline data for intervention and support.

Person responsible for monitoring outcome:

Sean Adams (adamss@columbiak12.com)

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.)

Schoolwide Implementation of the Leader in Me (LIM) program.
Leader in Me® is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on principles and practices of personal, interpersonal and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader.

Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.

In addition to the Leader in Me® program, RSGA will utilize CHAMPS Program resources for classroom and schoolwide procedures.
Behavior Contracts will be used with specific students as need arises.

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

LIM is an evidence-based process of continuous growth and improvement that develops the capacity of staff, students, and their families with core paradigms and effective practices. The program includes components designed to promote engagement of families and the larger community. LIM will be the vehicle through which we build support and engage our stakeholders in this Area of Focus.

Instead of focusing on academic measures alone, Leader in Me embodies a holistic approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to:
teach LEADERSHIP to every student,
create a CULTURE of student empowerment,
and align systems to drive results in ACADEMICS.

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.

Training for faculty and staff for Leader In Me expectations.

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

By When: August 2023

Schedule for daily implementation to model best practices.

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

By When: August 2023

Set schoolwide expectations for fidelity of CHAMPS.

Person Responsible: Sean Adams (adamss@columbiak12.com)

By When: August 2023

Review expectations with students and parents.

Person Responsible: Sean Adams (adamss@columbiak12.com)

By When: August 2023, ongoing

Develop Behavior Contracts for specific teacher and student needs.

Person Responsible: Tanya Johnson (johnsont@columbiak12.com)

By When: ongoing

#5. 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.

Engaging Parents, Families and Communities
RSGA will use the Curriculum Resource Teacher (CRT) to encourage parent and family engagement. The CRT serves multiple purposes through working with classroom teachers, resource teachers, paraprofessionals and tutors to provide curricular resources and effective supplemental materials that can support teachers and by fostering positive relationships with families. In addition, the CRT works with parents and family members in
providing resources and training in the use of the resources to build the capacity of each parent or family member to help children academically at home. Through constant contact with families, RSGA will be able to specifically tailor parent and family engagement offerings to address the needs of students from the families that are served. The CRT coordinates each school's Title I program, including parent and family engagement
activities, in order to maximize efforts to increase student achievement.

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

From beginning to end of year assessments, 60% of RSGA students make learning gains in English Language Arts, Mathematics, and Science as assessed through F.A.S.T. and Performance Matters progress monitoring assessments through the implementation of the RSGA Parent and Family Engagement Plan.

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

As a Title I school, RSGA is required to document all Parent & Family Engagement activities for the purpose of providing evidence that work is being done to build the capacity of our families to help their children succeed. All activities are monitored by the Columbia County School District and subject to audit by state and federal officials. This Area of Focus will be monitored at the school level through observations, through stakeholder feedback, documentation and responses to communications sent, and participation in events/ initiatives held during non-school hours.

Person responsible for monitoring outcome:
Narvette Kelly (kellyn@columbiak12.com)

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.)

Build family and community partnerships by communicating and building trusting relationships. Frequent, positive communication and engagement are critical elements of partnerships between all stakeholders.

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

As the school community of Richardson Sixth Grade Academy and the Columbia County School District becomes increasingly diverse, it has become a necessity for RSGA to investigate our current practices and determine to go to any lengths to engage the families of all students and the larger community. We must ensure they feel welcomed as a part of our school community.

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.

Use of the Curriculum Resource Teacher (CRT) to coordinate each school's Title I program, including parent and family engagement activities, in order to maximize efforts to increase student achievement.

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

By When: ongoing

Conduct Title I Comprehensive Needs Assessment and evaluation of FY2022 Parent & Family Engagement Activities to diagnose needs related to Parent and Family Engagement.

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

By When: June 2023

Administer Parent Input survey to incoming cohort of parents.

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

By When: August 2023

Establish an Action Team focused on building family and community partnerships. The Action Team will spearhead engagement activities for the school year.

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

By When: Monthly Note: Narvette Kelly and Patricia Summerlin are Persons Responsible for all Action Team SIP items.

Action Team, School Advisory Council, and stakeholders use results from data collected to determine priorities to address in implementation.

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

By When: Monthly Note: Narvette Kelly and Patricia Summerlin are Persons Responsible for all Action Team SIP items.

Revise and implement Title I Parent and Family Engagement Plan for Richardson Sixth Grade Academy based on indicated priorities.

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

By When: September 2023 Note: Narvette Kelly and Patricia Summerlin are Persons Responsible for all Action Team SIP items.

Conduct periodic teacher trainings on engaging families as a part of the Title I Parent and Family Engagement Plan.

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

By When: October 2023 February 2024

Action Team will implement practices based on evidence cited in research, School Advisory Council recommendations, parent responses on input surveys, student input, and Leader In Me program recommendations to engage families and community.

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

By When: beginning September 2023/ Monthly Note: Narvette Kelly and Patricia Summerlin are Persons Responsible for all Action Team SIP items.

Encourage engagement of parents and community in helping students achieve mastery of sixth grade B.E.S.T. & NGSS Standards through parent trainings, academic fairs, showcases, and STEM/ science events. Host academic nights to build the capacity of parents to engage their children in learning experiences at home.

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

By When: beginning September 2023/ Monthly Note: Narvette Kelly and classroom teachers are Persons Responsible for all Action Team SIP items.

Action Team will differentiate in-person and virtual/ web-based parent offerings to accommodate the needs and schedules of parents.

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

By When: Monthly Note: Narvette Kelly and Patricia Summerlin are Persons Responsible for all Action Team SIP items.

Utilize Parent Square communication platform, e-mail, social media, phone calls, mailings, newsletters, and flyers to differentiate forms of communication in order to reach all parents.

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

By When: ongoing Note: Narvette Kelly as Curriculum Resource/ Parent & Family Engagement teacher along with all classroom teachers are Persons Responsible.

Engage in ongoing dialogue with families through identified streams of contact and through the RSGA School Advisory Council.

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

By When: weekly

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).

As the school receives additional funding throughout the year, the schoolwide improvement plan is revisited to determine where needs have not been met. Funding priorities are established based on those needs. The RSGA School Advisory Council is the primary medium through which needs assessment takes place. The Schoolwide Improvement Plan is reviewed and discussed at every School Advisory Council meeting. All stakeholders are invited to attend School Advisory Council meetings.

The process for reviewing school improvement funding and resource allocation occurs annually during the Mid-Year Reflection phase of Title I Schoolwide Planning/ Schoolwide Improvement Planning. Data from the first two progress monitoring assessments is reviewed to determine if students are projected to make necessary learning gains for the year. Personnel also have the opportunity to provide input; and all stakeholders are encouraged to make recommendations as to where funding needs to be prioritized.

Richardson Sixth Grade Academy completes an annual Title I Comprehensive Needs Assessment each spring. All stakeholders (administration, teachers, students, parents, and school personnel) participate in the needs assessment process making recommendations and providing input based on their experiences at the school. Funds for the upcoming school year are allocated based on the needs that are revealed during the needs assessment process. The Comprehensive Needs Assessment process is finalized and documentation completed at RSGA School Advisory Council meetings.

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.

Information about the SIP/SWP is disseminated in the following ways:
1. During the Annual Title I meeting held at the beginning of the school year (September), the SIP/SWP is incorporated. Copies of the plan are available at these meetings and through other sources which include the school and district website. A notice is sent home to parents informing that the SIP/SWP is located on the websites and that they may request a copy of the plan and who to request if from
2. The school will distribute information concerning the SIP/SWP at parent meetings (PTO, School Advisory Council meetings) and through newsletter and flyers sent home throughout the year;
3. Reports are translated into Spanish and/or other languages, as needed.

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))

Richardson Sixth Grade Academy's (RSGA's) fourth Area of Focus for the 2023-2024 school year involves increasing Family and Community Partnerships to raise student achievement. In addition to efforts outlined in the plan, the school's jointly developed-Family Engagement Plan and brochure are made publicly available through the school's website. Web-based publications are translatable. Photocopies of the brochure are distributed to each family at the beginning of each year and as new students enroll. Translations of the plan are made available as needed.

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))

RSGA 's first three Areas of Focus includes evidence-based practices for strengthening our school's academic program. To increase the amount of and quality of learning time, RSGA's first period of the day includes learning components designed to enhance each students' ability to use learning strategies throughout the school day. The components include goal setting/ monitoring, supplemental reading strategies, and social-emotional learning strategies designed to improve student engagement. Teachers will monitor student performance through formative and summative assessments and differentiating as needed to provide acceleration and remediation based on student performance.

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))

The development of this plan is coordinated with other programs funded under ESSA, as follows:
1. Title I, Part A, Title II, Part A and Title V funds collaborate to provide professional development opportunities to assist teachers in Title I schools in developing skills needed to work with students to improve academic achievement among all subgroups.
2. Title I, Part A, Title II, Part A, Title V, Part B and state funds collaborate to provide instructional coaches that provide embedded professional development, intensive coaching cycle, modeling of best practices and instructional resources to teachers.
3. Title I and Title IX collaborate to provide needed services and materials for homeless students;
4. Title I and ESE collaborate to avoid duplication of services provided by Title I and IDEA, as well as to maximize resources.
5. Title I, Part A and Title II, Part A collaborate with professional development.
6. Title V and Title I collaborate with technology/software purchases.
7. State and Local funds are used to support the instructional program in all core content areas

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Richardson Sixth Grade Academy embraces and promotes the diversity of our students and encourages activities that will allow for all students to make connections to their everyday lives while interacting with students from a variety of backgrounds and cultures. We provide a sense of safety while fostering positive relationships among adults, students, and stakeholders. All students learn strategies that support social and emotional development through the Leader In Me program designed by Franklin Covey. Students are provided access to mental health supports, counselors, and youth development opportunities. Students who need various supports are provided with accommodations based on their individual needs.

RSGA has a full-time Guidance Counselor. We also receive services from community-based mental health counselors. Teacher Teams meet to discuss students' needs, including social-emotional needs, brainstorming ideas to help to ensure student success. Mentors are being recruited in order to build positive relationships with students who will benefit from having additional positive encouragement.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not applicable

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

RSGA receives students from eight local elementary schools coming together at a new school for the first time. To support the sixth grade transition, we offer transition events for all families. As a part of those experiences, a Red Carpet Event is hosted to give rising students an opportunity to become familiar with the campus and begin forming relationships with personnel and other students. It is important to note the impact of transitioning to the middle school environment due to the change in rate and nature of infractions as students mature. Many students who have engaged in problem behaviors at

RSGA did not engage in problem behaviors during the elementary years. We desire to build relationships with our students early as a preventive measure.

All students are monitored through RSGA's Multi-Tiered Systems of Support as they progress. Area of Focus 5 of our Schoolwide Improvement Plan/ Title I Schoolwide Plan addresses Tier 1 supports all students will receive. To support students specifically identified to receive additional services, students are placed on teams and scheduled for classes based on accommodations and needs. Students identified for further support requiring Tier 2/ Tier 3 interventions are placed on those tiers. Individual plans are written based on the specific needs of each child.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school provides professional learning for instructional and administrative leaders to support adult learning. The use of Instructional Coaches to provide job-embedded professional learning to all paraprofessionals, other school personnel, and teachers regardless of where each teacher's skill level resides on the mastery spectrum. The Professional Learning activities provide consistency and understanding of instructional methodology, high-impact instructional strategies, data analysis of student performance assessment outcomes, and other professional learning activities that are focused on the learning needs of students that are unique to the school.

The school recruits, develops, and endeavors to retain teachers by fostering collaboration in all departments, intentionally working to build culture where teachers feel supported in their work, included in schoolwide planning & decision making, and treated as professionals. The school administration looks for the best candidates by engaging and involving the larger community in recruitment efforts.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$182,566.59
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	0139	0031 - Richardson Sixth Grade Academy	Title II		$64,723.49
			Notes: Instructional Coach's salary and benefits, including health insurance for Action Item 16 (Note: estimated cost due to salary adjustments)			
	6300	0139	0031 - Richardson Sixth Grade Academy	Title, I Part A		$77,907.61
			Notes: funding for Curriculum Resource Teacher and Parent & Family Engagement Teacher's salary and benefits, including health insurance for Action Item 15 (Note: estimated cost due to salary adjustments)			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	0150	0031 - Richardson Sixth Grade Academy	General Fund		$0.00
			Notes: funding for the salary and benefits of paraprofessionals, including health insurance for Action Item 17 (Note: funding amount not available, varied salaries; CIMS defaults to 0.00)			
	5100	0150	0031 - Richardson Sixth Grade Academy	Title, I Part A		$29,689.91
			Notes: funding for Title I Paraprofessional's salary and benefits, including health insurance for Action Item 17 (Note: estimated cost due to salary adjustments)			
	6400	0310	0031 - Richardson Sixth Grade Academy	Title, I Part A		$595.00
			Notes: Professional Development - IXL Foundations Course facilitated by IXL Learning, Inc. for Action Item 3			
	5100	0369	0031 - Richardson Sixth Grade Academy	Title, I Part A		$5,737.00
			Notes: Educational Software for Action Items 4 & 11			
	5100	069	0031 - Richardson Sixth Grade Academy	Title, I Part A		$3,650.00
			Notes: Educational Software for Action Item 11			
	5100	0510	0031 - Richardson Sixth Grade Academy	Title, I Part A		$70.49
			Notes: Materials and Supplies for Action Item 9			
	5100	0510	0031 - Richardson Sixth Grade Academy	School Improvement Funds		$193.09
			Notes: Materials and Supplies for Action Items 12			
2	**III.B.**	**Area of Focus: ESSA Subgroup: Black/African-American**				**$58,672.36**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	0135	0031 - Richardson Sixth Grade Academy	Title, I Part A		$1,586.18
			Notes: Academic Support Supplement, Curriculum Resource Teacher - for Area of Focus 2, Action Items 1 & 8 Area of Focus 3 Action Items 1 & 9			
	6400	0135	0031 - Richardson Sixth Grade Academy	Title II		$1,586.18
			Notes: Academic Support Supplement, Instructional Coach - for Area of Focus 2, Action Items 2,5, & 9 Area of Focus 3 Action Items 3 & 10			
	5100	0139	0031 - Richardson Sixth Grade Academy	General Fund		$55,000.00
			Notes: Math Coach's 's salary and benefits, including health insurance for Area of Focus 2, Action Item 4 Area of Focus 3, Action Item 5 (Note: estimated cost due to salary adjustments)			
	5100	0159	0031 - Richardson Sixth Grade Academy	Other Federal		$0.00
			Notes: funding for ESSER funded tutor, funding amount not available Area of Focus 2, Action Item 3 Area of Focus 3, Action Item 4			

		Function	Object	Budget Focus	Funding Source	FTE	2023-24
		5100	0510	0031 - Richardson Sixth Grade Academy	School Improvement Funds		$500.00
				Notes: Materials and Supplies for Supplemental Resources Area of Focus 2, Action Item 8 Are of Focus 3, Action Item 9			
3	III.B.	**Area of Focus: ESSA Subgroup: Students with Disabilities**					**$0.00**
4	III.B.	**Area of Focus: Positive Culture and Environment: Early Warning System**					**$0.00**
5	III.B.	**Area of Focus: Positive Culture and Environment: Other**					**$2,195.26**
		Function	Object	Budget Focus	Funding Source	FTE	2023-24
		6150	0510	0031 - Richardson Sixth Grade Academy	Title, I Part A		$2,095.26
				Notes: Materials and Supplies for Parent & Family Engagement Activities			
		5100	0510	0031 - Richardson Sixth Grade Academy	School Improvement Funds		$100.00
				Notes: Materials and Supplies for Parent & Family Engagement Activities			
						Total:	**$243,434.21**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No