

Flagler Schools

Rymfire Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	29
V. Reading Achievement Initiative for Scholastic Excellence	29
VI. Title I Requirements	33
VII. Budget to Support Areas of Focus	36

Rymfire Elementary School

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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.

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

Provide the school's vision statement.

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

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

Name	Position Title	Job Duties and Responsibilities
		through our MTSS process to increase positive behaviors while decreasing target behaviors.
Gonzalez, Jessica	Teacher, K-12	Ms. Gonzalez collaborates with teachers of ELL students to ensure appropriate interventions and accommodations are implemented to increase our ELL's academic performance while supporting their English language development.

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.

Our school leadership team reviewed our school's 22-23 FAST and STAR data, PM1 to PM3, with district Coordinator of Assessment & Accountability. We compared our overall Math and ELA achievement to our district, comparable schools within our district, and the state. Through this investigation, we highlighted areas of success and identified opportunities for growth. During a summer training with our lead teachers, one teacher representative from each grade level, K-5th, including an Exceptional Student Education (ESE) teacher, collaborated with our school-based leadership team to gain their input. Mr. Lee, our Principal, not only reviewed the data, but provided teachers with specific data sets to gain their insights and to add to our data reflection. With the support of this team, 23-24 SIP goals and an action plan were drafted, focused on our greatest areas of need. Our leadership team will present this data, our discoveries, and SIP goals and action plan during our pre planning professional learning. During our August 24th School Advisory Council (SAC), we will also review our 23-24 data and add their feedback and suggestions to our 23-24 SIP.

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 leadership team, including teachers and our SAC, will regularly monitor 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. Our academic coaches, Literacy and Math & Science Coach will consistently compare teacher achievement scores in English Language Arts (ELA), Math, and Science. Through Performance Matters, our district data platform, our coaches will also compare our teachers to other elementary schools within our district. Our coaches will disaggregate data by standard and across subgroups including African American (AA) and Students with Disabilities (SWD). Other data such as discipline, phonics' screeners such as Core Phonics and fluency scores will also be reviewed. Our purpose is to discover which group of students or which teacher is making the greatest achievement and/or growth and target teachers with below expected progress and/or achievement. Our coaches will capitalize on these discoveries by offering opportunities for learning walks in our highly effective teachers' classrooms, provide structured coaching sessions with an

academic coach or coaches, and model evidence-based instructional strategies in classes. Our leadership team assesses our progress towards our SIP goals and determines the effectiveness of our action plan. Based on outcomes, our leadership team may choose to revise our SIP plan as necessary to ensure continuous improvement.

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	56%
2022-23 Economically Disadvantaged (FRL) Rate	70%
Charter School	No
RAISE School	Yes
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) Asian Students (ASN) 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: B 2018-19: B 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	1	8	7	6	9	3	0	0	0	34	
One or more suspensions	0	6	5	5	6	9	0	0	0	31	
Course failure in English Language Arts (ELA)	0	0	0	9	9	13	0	0	0	31	
Course failure in Math	0	0	0	8	4	6	0	0	0	18	
Level 1 on statewide ELA assessment	0	0	0	12	22	46	0	0	0	80	
Level 1 on statewide Math assessment	0	0	0	9	24	44	0	0	0	77	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	12	22	46	0	0	0	80	
	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	2	3	5	5	25	0	0	0	40

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	5	6	11	3	2	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0		
Course failure in ELA	6	5	14	12	6	7	1	0	0	51	
Course failure in Math	1	1	0	0	6	2	0	0	0	10	
Level 1 on statewide ELA assessment	0	0	0	29	20	36	57	0	0	142	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	29	20	36	57	0	0	142	

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	0	0	0	

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	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	0	0	0	0	0	0	0	0	0		
Course failure in ELA	6	5	14	12	6	7	1	0	0	51	
Course failure in Math	1	1	0	0	6	2	0	0	0	10	
Level 1 on statewide ELA assessment	0	0	0	29	20	36	57	0	0	142	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	29	20	36	57	0	0	142	

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	0	0	0	

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	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*	50	56	53	55	61	56	56		
ELA Learning Gains				49			57		
ELA Lowest 25th Percentile				44			37		
Math Achievement*	60	61	59	55	49	50	57		
Math Learning Gains				58			56		
Math Lowest 25th Percentile				47			39		
Science Achievement*	60	60	54	42	63	59	51		
Social Studies Achievement*					66	64			
Middle School Acceleration					56	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	67	69	59	65			48		

** 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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	285
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	8
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	20	Yes	4	2
ELL	45			
AMI				
ASN	66			
BLK	35	Yes	2	
HSP	57			
MUL	58			
PAC				
WHT	61			
FRL	50			

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	29	Yes	3	1
ELL	52			
AMI				
ASN	68			
BLK	35	Yes	1	
HSP	48			
MUL	56			
PAC				
WHT	56			
FRL	47			

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	50			60			60					67
SWD	19			27			16				4	
ELL	35			58			31				5	67
AMI												
ASN	46			85							2	
BLK	38			36			32				4	
HSP	53			63			57				5	57
MUL	54			67			60				4	
PAC												
WHT	54			65			71				4	
FRL	44			53			52				5	63

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	55	49	44	55	58	47	42					65
SWD	21	29	33	24	34	37	28					
ELL	47	44	53	56	60	47	44					65
AMI												
ASN	64			71								
BLK	37	38	32	40	46	21	33					
HSP	46	44	44	48	60	52	35					58
MUL	60	51		63	64		42					
PAC												
WHT	63	55	50	61	59	58	49					
FRL	45	45	44	48	53	42	36					64

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	57	37	57	56	39	51					48
SWD	22	24	26	25	41	41	21					50
ELL	42	53	50	51	53	25	47					48
AMI												
ASN												
BLK	42	46	25	43	49	30	27					
HSP	53	58	40	53	60	40	47					38
MUL	66	58		59	53		53					
PAC												
WHT	62	61	52	63	59	52	61					
FRL	54	56	38	53	54	38	46					47

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	60%	59%	1%	54%	6%
04	2023 - Spring	47%	57%	-10%	58%	-11%
03	2023 - Spring	46%	57%	-11%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	64%	-3%	59%	2%
04	2023 - Spring	58%	62%	-4%	61%	-3%
05	2023 - Spring	61%	58%	3%	55%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	57%	-1%	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.

Compared to the average growth in 3rd-5th grades, our 5th grade SWD's average growth was less than the average growth of their peers in ELA and Math while 4th grade SWD scored below their peers in Math only.

Our SWD achievement in the following subjects:

ELA: 18%

Math: 30%

Science: 13%

Overall: 20%

Last year, many of our support facilitators used Strategies to Achieve Reading Success (STARS) and Comprehensive Assessment of Reading Strategies (CARS), an ELA resource for direct, specialized instruction. Our teachers were not trained in these supplemental resources; therefore, it is difficult to determine its effectiveness. Regardless, it was ineffective on our campus and is not rated on What Works Clearinghouse; therefore, our team is not using it this school year.

SAVVAS, our core math instruction, was also new this school year. While our teachers received limited training at the beginning of the school year and continued training throughout the year, our teachers, both general education and support facilitators, were learning the program during its implementation.

Furthermore, our Science curriculum, is a resource our team has used for the last three years; our SWD made a 7.3% gain in achievement.

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

51% of our students attained achievement on the 22-23 ELA FAST compared to 53% on the 21-22 ELA state assessment. Over the last three years, our overall ELA scores have declined. Beginning with 2021, our achievement rate in 3rd grade declined from 56% to 46% and our 4th grade declined from 56% to 47%. Our 5th grade's achievement results improved from 56% in 2021 to 60% in 2023; the achievement score of that cohort of students in 2022; maintaining this cohort's percentage of achievement.

Factors that contributed to this decline include novice support facilitators in 4th grade. More instructional support should have been given to these staff members. Our 4th grade classes also exceeded class size for half the school year, and our additional 4th grade teacher was a student teacher. While Daytona State College's support plan was rigorous and instructionally supportive, she needed more hours or time observing highly effective instructors.

Our third grade cohort of students is our kinder Covid group. These students completed their kinder year virtually, and many of them participated in our hybrid model the following year. Their 2nd and 3rd grade teachers were dedicated to closing achievement gaps, but these students continue to perform below grade level expectations.

Based on teacher feedback, we revised our grade levels' weekly planning sessions to allow for more teacher autonomy. These planning sessions focused on sharing resources, but not on the instructional practices used to implement them. Our coaches also used about 10-15 minutes to share district updates, and our Assistant Principal, Jamie Pedro, embedded a weekly 10 minute professional learning focused on the Pre-K- 5th Literacy Practice Profiles. Therefore, while these sessions were labeled "Planning Sessions," this time was not protected for planning purposes nor effectively facilitated. Furthermore, while administration conferenced with individual teachers regarding progress monitoring data; specific teacher data was not consistently reviewed and used for planning throughout the school year.

If we consistently review student and teacher reading data to make plans to effectively plan for instruction, our students will make progress.

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.

Our 4th grade ELA score of 47% achievement is 11% lower when compared to other 4th graders' ELA achievement in Florida. Furthermore, this group of students attained 53% achievement in 2022.

Factors that contributed to this decline include the following:

Two inexperienced support facilitators supported our 4th grade Students with Disabilities (SWD) and our students receiving tier 3 services through MTSS. One 4th grade support facilitator was new to Flagler County Schools and was hired with one year of experience. The other support facilitator was a long term sub and teaching out of field due to a maternity leave. More instructional support should have been given to these staff members. Our 4th graders also experienced Covid during the second half of their first grade when students develop phonics skills and apply those skills in text. Our 4th grade classes also exceeded class size for half the school year, and our additional 4th grade teacher was a student teacher. While Daytona State College's support plan was rigorous and instructionally supportive, she needed more hours or time observing highly effective instructors.

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

Our 5th grade students and teachers excelled in ELA, Math, and Science. For instance, our 5th grade's ELA achievement increased from 46% in 2022 to 60% 2023, our 5th grade's Math achievement increased from 48% in 2022 to 61% 2023, our 5th grade's Science achievement increased from 40% in 2022 to 56% 2023. Our Math/Science coach pushed into classrooms and provided instructional support to teachers. Because our 5th grade departmentalizes, our coaches can provide sustained support because there are less teachers teaching the subject.

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

Our two areas of concern are attendance and out of school suspensions. Attendance and out of school suspensions are indicators of student engagement and how likely they are to succeed in school. If a student is frequently absent or out of school, they are more likely to struggle academically.

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

1. Overall ELA Achievement
2. Overall ELA Learning Gains
3. SWD/AA Achievement ELA/Math/Sci
4. SWD/AA Learning Gains ELA/Math
5. Attendance: decrease the percent of students below 90% attendance

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 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.

Overall, Rymfire Elementary School needs to focus on literacy. Our overall 2023 ELA results are as follows:

Results: 51% of students attained achievement.

PM1: 28% achievement

PM2: 41% achievement (+13%)

PM3: 51% achievement (+10%)

Considering about 28% of our students scored achievement during the first progress monitoring assessment, our teachers effectively only moved 23% more students to achievement by the third progress monitoring assessment. While these groups of students experienced learning loss during Covid, our teachers' instruction should have had a wider impact yielding more than 23% more students achieving achievement.

Measurable Outcome:

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

On our 23-24 Progress Monitoring 3 FAST assessment, each grade level will increase the percentage of students scoring a level 3 or higher by 5%, equalling a school average of 56% or higher.

Monitoring:

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

Our leadership team reviews data, both diagnostic, formative, and summative, in order to determine instructional coaching needs and / or student specific differentiation needs during our weekly leadership team meetings.

Our leadership team visits classrooms weekly to affirm highly engaging instruction and help determine model classrooms and/or high yield teaching strategies in effective and supportive classroom environments to support coaching needs of peers.

In addition to the support of our leadership team, our teachers will take responsibility of their data through weekly data reviews at our collaborative planning sessions or professional learning communities. Based on results, teachers will learn from teachers making the highest growth by adopting their instructional practices, observing their practices in walkthroughs, or inviting teacher(s) into their class to model and learn from their craft.

Person responsible for monitoring outcome:

Caryn Taylor (taylorc@flaglerschools.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.)

The following strategies will be used to increase student performance in ELA:

1. Acceleration Strategies embedded in our general education curriculum in grades K-5 such as previewing and scaffolding instruction, providing differentiated assignments, provide a double dose of material, provide remediation as needed, and review concepts.*
2. Teach and implement higher order thinking strategies across content areas in Math, ELA and Science.*
3. Exceptional Student Education (ESE)/Interventionists will collaborate with teachers to ensure that visuals, manipulatives, and other accommodations are consistently implemented in the general education classroom.**
4. Implement grade level tier 1 English Language Arts (ELA) differentiation for 30 mins a day 5 days a week in grades K-5th.

*Because we are refocused on implementing a strong professional learning community this school year, time will be dedicated to consistently sharing these strategies.

**Our new inclusive scheduling has small group time at varying times in each grade level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the Florida Center for Reading Research and John Hattie's research on effect sizes, acceleration strategies such as asking higher order thinking questions to assess students' mastery of content and the consistent implementation of accommodations for our students with disabilities will increase student achievement and in doing so will positively impact learning gains.

Flagler Schools has partnered with SolutionTree to provide high quality and deliberate learning opportunities for teachers through professional learning communities (PLCs). These PLCs are founded on a "focus on student learning", "building a collaborative culture", and a "focus on results." These are achieved with

a shared mission and vision as well as shared values and goals

collaborative teams

Collective inquiry

A commitment to continuous improvement

An action and results-oriented mindset.

PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Moreover, PLCs that make data a part of an on-going cycle of instructional improvement, establish a clear vision for schoolwide data use, and provide support that foster a data-driven culture have been shown to promote positive change in student outcomes measures.

Sources:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf>

<https://www.cde.state.co.us/uip/strategyguide-plcv2>

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 2 - Moderate 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.

- 1: During our weekly planning sessions, teachers review current data to plan for instruction.
- 2: Coaches and admin continue PL of acceleration and higher order thinking strategies during faculty meetings.
- 3: During weekly classroom visits, administration observes its implementation.
- 4: Based on observations, administration seeks coaches' support to work with specified teachers.
- 5: Admin and Coaches schedule learning walks to support teachers' implementation of strategies.
- 6: During classroom visits, continue to observe changes in practice and provide support as needed.
- 6: The implementation of the same five steps are used to monitor the implementation of goal setting, the importance of providing accommodations to our SWD and student with 504s, and providing grade level tier 1 English Language Arts (ELA) differentiation for 30 mins a day 5 days a week in grades K-5th.

Person Responsible: Jamie Pedro (pedroj@flaglerschools.com)

By When: The leadership team will evaluate and reflect on our commitment to our action plan every week during our administration meeting.

#2. 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.

RES met our 2023 Math goal of attained achievement for 60% of our students as result of 22-23 Math FAST.

Results: 60% of students attained achievement

PM1: 24% achievement

PM2: 29% achievement

PM3: 60% achievement

Unlike our English Language Arts (ELA) scores, our teachers pushed an additional 36% of students to achievement when compared to achievement results of the first progress monitoring FAST assessment.

Measurable Outcome:

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

On our 23-24 summative assessment via the FAST, our students' overall Math achievement will maintain an overall achievement of 60%.

Monitoring:

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

Our leadership team reviews data, both diagnostic, formative, and summative, in order to determine instructional coaching needs and / or student specific differentiation needs during our weekly leadership team meetings.

Our leadership team visits classrooms weekly to affirm highly engaging instruction and help determine model classrooms and/or high yield teaching strategies in effective and supportive classroom environments to support coaching needs of peers.

Our teachers review classroom and grade level data during weekly planning sessions to support their math planning needs for tier 1 and differentiated instruction.

Person responsible for monitoring outcome:

Deawndra Huffman (huffmand@flaglerschools.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.)

1. Exceptional Student Education (ESE)/Interventionists will collaborate with teachers to ensure that visuals, manipulatives, and other accommodations are consistently implemented in the general education classroom.
- 2: Number Talks is implemented daily during each grade level math block.
3. Weekly Professional Learning Communities

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to John Hattie's research on effect sizes on questioning and self-efficacy, our teachers must consistently implement acceleration strategies, ask higher order thinking questions to assess students' mastery of content, and consistently implement accommodations for our students with disabilities.

Flagler Schools has partnered with SolutionTree to provide high quality and deliberate learning opportunities for teachers through professional learning communities (PLCs). These PLCs are founded on a "focus on student learning", "building a collaborative culture", and a "focus on results." These are achieved with

a shared mission and vision as well as shared values and goals
 collaborative teams
 Collective inquiry
 A commitment to continuous improvement
 An action and results-oriented mindset.

PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Moreover, PLCs that make data a part of an on-going cycle of instructional improvement, establish a clear vision for schoolwide data use, and provide support that foster a data-driven culture have been shown to promote positive change in student outcomes measures.

Sources:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf>

<https://www.cde.state.co.us/uip/strategyguide-plcv2>

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 2 - Moderate 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.

- 1: During our weekly planning sessions, teachers review current data to plan for instruction.
2. Spiral reviews are created and implemented based on data results.
3. Based on observations and data, administration seeks coaches' support to work with specified teachers.
4. Admin and Coaches schedule learning walks to support teachers' implementation of strategies.
5. ESE teachers share visuals, manipulatives, and other accommodations that help students do their best in Math.
6. The implementation of steps 1-5 are also used to monitor the implementation of Number Talks and the implementation of ESE supports in the classroom.

Person Responsible: Deawndra Huffman (huffmand@flaglerschools.com)

By When: The leadership team will evaluate and reflect on our commitment to our action plan every week during our administration meeting.

#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.

29% of Students with Disabilities (SWD) scored a proficiency score in ELA and Math 2022, a 2% point decrease compared to 2021. Since 2019, our SWD overall proficiency score decreased from 37% achievement to 29% achievement.

SWD PM3 results:

ELA: 18% of students attained achievement

Math: 30% of students attained achievement

Science: 3/24 or 13% are 3 or above

Overall: 20% of students achieved achievement

A decrease of 9% points when compared to 2022 overall FSA state assessment results.

SWD achievement results on ELA based on results of FAST PM3 scores:

3rd: 12.5%

4th: 10.3%

5th: 27.3%

When comparing cohort of students, our 4th graders increased by 1.2% points, 5th orders by 1% point. However, this increase does not make a significant impact.

SWD achievement results on Math based on results of FAST PM3 scores:

3rd: 32.3%

4th: 31%

5th: 27.3%

When comparing cohort of students, our 4th graders decreased achievement by .8% points, and 5th SWD increased 5.1% However, this increase does not make a significant impact.

SWD achievement results on our Science state assessment scores:

2021: 18.5%

2022: 21.7%

2023: 13.6%

Considering 27.3% of SWD in 5th grade scored achievement on the PM3 2023 FAST assessment, 13.6% of achievement of our SWD is most likely a result of lack of Science standards, not the inability to read.

Measurable Outcome:

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

On our 23-24 FAST assessment, our SWD overall ELA, Math and Science proficiency scores will increase 5% points compared to 2023 results; hence, our SWD will attain the following achievement scores: 32.3% on FAST ELA and Math and 18.6% on FSSA or the state Science assessment.

Monitoring:

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

Our leadership team reviews data, both diagnostic, formative, and summative, in order to determine instructional coaching needs and / or student specific differentiation needs during our weekly leadership team meetings.

Our leadership team visits classrooms weekly to affirm highly engaging instruction and help determine model classrooms and/or high yield teaching strategies in effective and supportive classroom environments to support coaching needs of peers.

In addition to the support of our leadership team, our teachers will take responsibility of their data through weekly data reviews at our collaborative planning sessions or professional learning communities. Based on results, teachers will learn from teachers making the highest growth by adopting their instructional practices, observing their practices in walkthroughs, or inviting teacher(s) into their class to model and learn from their craft.

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.)

Double Dose of instruction by our support facilitators in small group instruction.
 Previewing of concepts by the general education teacher.
 Spiral review of Math concepts based on student outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the BESE Portal to Professional Development of Educators, our teachers must consistently implement acceleration strategies, such as double dosing content, previewing concepts, and providing a spiral review of concepts while consistently implementing accommodations for our students with disabilities in order to attain achievement and learning gains.

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 2 - Moderate 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.

The following evidence-based strategies will be implemented for this area of focus:

1. Reinforce acceleration strategies embedded in our general education curriculum in grades K-5 such as double dose and previewing.
2. Exceptional Student Education (ESE)/Interventionist will collaborate with teachers in our weekly planning sessions or weekly professional learning communities to ensure that visuals, manipulatives, and other accommodations are consistently implemented in the general education classroom.
3. Our ESE teachers will use on grade level, tier 1 resources to provide specially designed instruction.
4. During our weekly planning sessions or professional learning communities, we will consistently review and reflect on our the progress of our SWD and make instructionally sound decisions based on those results.
5. SWD will be given specialized and differentiated instruction 30 mins a week in ELA during the grade level's triple iii time.
6. Our ESE teachers are responsible for providing differentiated homework for their students to close gaps and provide additional practice.

Person Responsible: Jamie Pedro (pedroj@flaglerschools.com)

By When: The leadership team will evaluate and reflect on our commitment to our action plan every week during our administration meeting.

#4. 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.

35% of African American (AA) students scored a proficiency score in ELA and Math 2022, a 2% point decrease compared to 2021. Since 2019, our AA overall proficiency score decreased from 42% achievement to 35% achievement.

2023 FAST achievement results for 3rd - 5th grade African American (AA) students;

ELA: 42%

Math: 42%

Science: 30%

Overall: 38%

An increase of 3% points when compared to 2022 overall FSA state assessment results.

AA achievement results on ELA based on results of FAST PM3 scores:

3rd: 34.6%

4th: 48.3%

5th: 36.4%

Even when comparing cohorts of AA students, the progress is only a tenth of a percentage, stagnant, or slightly lower.

AA achievement results on Math based on results of FAST PM3 scores:

3rd: 46.2%

4th: 41.4%

5th: 39.1%

When comparing cohorts of students, our AA students achievement decreased by about 5% points.

Measurable Outcome:

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

On our 23-24 FAST assessment, our AA students will increase 5% points compared to 2023 results to achieve the following results by subject: 47% on ELA and Math and 35% on Science.

Monitoring:

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

Our AA students diagnostic results and summative scores in ELA and Math will be monitored and reported on during our weekly leadership team meetings as well as grade level planning sessions. Teachers will discuss which high yield teaching strategies and tier 1 differentiation they will provide based on students' results.

Person responsible for monitoring outcome:

Abra Seay (seaya@flaglerschools.com)

Evidence-based 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.)

Evidence-based strategies:

1. Double Dose of instruction by our support facilitators in small group instruction.
2. Previewing of concepts by the general education teacher.
3. Spiral review of Math concepts based on student outcomes.
4. Teachers create safe learning environments for our students with our marginalized groups at the

forefront of our planning through Capturing Kids Hearts procedures and Positive Behavior Interventions and Support(PBIS).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

What Works Clearinghouse states that strategies to resiliency, school climate, and student voice have been connected with improvements in student academic achievement, well-being, and college and career readiness; our Capturing Kids' Hearts processes and PBIS aligned practices provide our staff with resources and strategies to create emotionally safe spaces for all our students, especially our marginalized groups such as our African American population.

Capturing Kids' Hearts (CKH) is a set of processes intended to create healthy relationships between adults and youth and to support high-achieving learning environments. It is designed to strengthen students' connection to school by 1) increasing protective factors including positive character development, strong bonds with teachers, and consistently enforced behavioral agreements and 2) decreasing risk factors such as inappropriate behavior and poor social coping skills. Schoolwide implementation of CKH consists of several strategies, collectively referred to as the EXCEL Model strategies, used by K-12 classroom teachers that includes:

- greeting students at the door with a handshake
- asking students to share good things in their lives
- having students create a social contract for expected classroom behavior
- posing four questions to redirect behavior
- using and encouraging students to use non-verbal hand signals to redirect behavior
- ending the class on a powerful note or launch

Student resilience and engagement programs, such as CKH, have been shown to have a positive impact on student outcome measures and student/student as well as student/teacher relationship development.

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 2 - Moderate 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.

- 1: During our weekly planning sessions, teachers review current data to plan for instruction consistently reviewing the progress of our AA students.
2. Coaches and admin continue PL on the implementation of the following: morning meetings, Capturing Kids' Hearts processes, and PBIS during faculty meetings.
- 3: During weekly classroom visits, administration observes its implementation.
- 4: Based on observations, administration seeks coaches' support to work with specified teachers.
- 5: Admin and Coaches schedule learning walks to support teachers' implementation of strategies.
6. The implementation of steps 1-5 are also used to monitor the implementation of the 30 min differentiated instruction in ELA.

Person Responsible: Abra Seay (seaya@flaglerschools.com)

By When: The leadership team will evaluate and reflect on our commitment to our action plan every week during our administration meeting.

#5. 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.

25% of our 979 students in 22-23 were attendance concerns with either or all of the following: 5 days of unexcused absences within a month, 10 days of unexcused absences within a 90 period or 15 days of unexcused absences during the first semester, 10 days of unexcused absences within 90 days or 15 days unexcused during the second semester, 15 days of excused or unexcused absences, and/or excessive tardies and/or sign outs.

Measurable Outcome:

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

During the 23-24 school year, 20% of our student population will have an attendance concern with either or all of the following: 5 days of unexcused absences within a month, 10 days of unexcused absences within a 90 period or 15 days of unexcused absences during the first semester, 10 days of unexcused absences within 90 days or 15 days unexcused during the second semester, 15 days of excused or unexcused absences, and/or excessive tardies and/or sign outs.

Monitoring:

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

Our student services team will review our truancy log every week. In addition our Attendance Clerk will follow our district attendance guidelines for 5, 10, and 15 day unexcused absences.

Person responsible for monitoring outcome:

Abra Seay (seaya@flaglerschools.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.)

Our student services team and leadership team will build strong relationships with families. We will educate them on the importance of attendance and its relationship to academic and behavior success. We will use Capturing Kids' Hearts to guide our relationship building. In addition, students will be rewarded for decreased absences, tardies, and early sign-outs. Individual classes will also get rewarded for 100% attendance after 10 cumulative days of perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

CKH is a set of processes intended to create healthy relationships between adults and youth and to support high-achieving learning environments. It is designed to strengthen students' connection to school by 1) increasing protective factors including positive character development, strong bonds with teachers, and consistently enforced behavioral agreements and 2) decreasing risk factors such as inappropriate behavior and poor social coping skills. Schoolwide implementation of CKH consists of several strategies, referred to as the EXCEL Model strategies that includes:

greeting students at the door with a handshake

students sharing good things in their lives

students creating a social contract for expected classroom behavior

posing four questions to redirect behavior

students using non-verbal hand signals to redirect behavior

ending the class on a powerful note or launch

Student resilience and engagement programs have been shown to have a positive impact on student outcome measures as well as student/teacher relationship development.

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 2 - Moderate 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.

- 1- Teachers that were not previously trained with CKH will attend the training before school starts.
- 2- Administration will model the use of the social contract, good things, and the launch when concluding meetings.
- 3- Behavior Interventionist and Dean will hold PBIS/CKH training as part of our back to school PL to strengthen Tier 1 attendance
- 4- Attendance Clerk will monitor 5, 10, and 15 days of unexcused absences and follow the district's truancy protocols.
- 5- Principal Lee will hold 3 Family Commitment Sessions during Meet the Teacher to share the importance of attendance and our attendance expectations for the 23/24 school year.

Person Responsible: Abra Seay (seaya@flaglerschools.com)

By When: Weekly attendance checks Quarterly reports to determine trend line of student attendance

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).

At the district level funding and resource allocations are determined through several processes such as staffing plans & position control, comprehensive needs assessments, instructional resource review, and Title I funding.

At the school level, we use our SIP to drive our spending decisions. Our goals drive supplemental purchasing decisions as well as staffing and professional learning needs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

The percentage of students in kindergarten through grade 2, based on 2022-2023 ELA STAR assessment, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment:

K: 45% below achievement

1st: 48% below achievement

2nd: 57% below achievement

*Percentages were calculated by taking the average achievement scores or students who scored at or above the benchmark on the 22-23 ELA STAR on the 3rd progress monitoring assessment

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

Each grade that has 50 percent or more students scoring below Level 3 in grades 3-5 on the statewide 22-23, standardized ELA assessment:

3rd: 54% below achievement

4th: 52% below achievement

5th: 40% below achievement

Measurable Outcomes

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

On our 23-24 Progress Monitoring 3 STAR assessments, each grade level will increase the percentage of students scoring at or above the standard by 5%.

Grades 3-5 Measurable Outcomes

On our 23-24 Progress Monitoring 3 FAST assessments, each grade level will increase the percentage of students scoring a level 3 or higher by 5%.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our leadership team reviews data, both diagnostic, formative, and summative, in order to determine instructional coaching needs and / or student specific differentiation needs during our weekly leadership team meetings.

Our leadership team visits classrooms weekly to affirm highly engaging instruction and help determine model classrooms and/or high yield teaching strategies in effective and supportive classroom environments to support coaching needs of peers.

In addition to the support of our leadership team, our teachers will take responsibility of their data through weekly data reviews at our collaborative planning sessions or professional learning communities. Based on results, teachers will learn from teachers making the highest growth by adopting their instructional practices, observing their practices in walkthroughs, or inviting teacher(s) into their class to model and learn from their craft.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Taylor, Caryn, taylorc@flaglerschools.com

Evidence-based Practices/Programs

Description:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored:

-Wilson Foundations

-Geodes

-FlyLeaf

-Benchmark Advance

-Curriculum Associates i-ready instructional resources

The resources listed above all support the Science of Reading. Wilson's Foundation provides explicit instruction in decoding while Geodes and Flyleaf provide decodable text connected to phonics skills in

Wilson's. Benchmark Advance, is our primary resource or Tier 1 resource to teach comprehension and vocabulary. Curriculum Associates i-ready instructional resource provides evidence-based and standards aligned instructional tools for our tier one and tier 2 practices.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

Describe the resources/criteria used for selecting the practices/programs:

Our evidence-based practices and programs address our identified needs by providing Instruction in all areas of the Science of Reading. These identified evidence-based practices and programs have proven records of effectiveness for our targeted needs. For instance, According to What Works Clearinghouse Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade yields a strong & moderate outcomes in the following areas:

Develop awareness of the segments of sounds in speech and how they link to letters. (Strong Evidence)

Teach students to decode words, analyze word parts, and write and recognize words. (Strong Evidence)

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate Evidence).

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Provide targeted instruction for students that scored below achievement on the 22-23 STAR and FAST progress monitoring 3 assessment.	
Assessment: Administer the Core Phonics Assessment in grades Kinder through 3rd. Students that score a level 1 or 2 on the FAST ELA 3rd progress monitoring assessment are also administered the core phonics. Based on results, students are provided differentiated instruction during their Triple iii time. Rymfire calls this time our ROAD Time.	Taylor, Caryn, taylorc@flaglerschools.com
Professional Learning: Continue our professional learning in delivering our explicit phonics instruction program, Wilson's Foundations, in grades Kinder- 3rd. Because we began this training last year, only new teachers in grades Kinder - 2nd will be trained; however, since this is our first year implementing Wilson's as a tier 1 phonics instructional program in 3rd grade, all teachers will receive training.	
Literacy Coaching: Based on student data and walkthroughs, coaches will provide additional support through learning walks and coaching cycles as needed.	
Consistently Implement Professional Learning Communities (PLCs) using Solution Trees program across all grade levels. Assessment: One of Solution Tree tenants is consistent data analysis. Each week grade levels determine the subject or area of focus for planning. All discussions begin with current data and standards. Through this analysis, teachers discover each other's strengths and opportunities for growth. They also develop targeted differentiated groups to support all learners' needs.	Taylor, Caryn, taylorc@flaglerschools.com
Literacy Coaching: Through data analysis, teachers discover their strengths and opportunities for growth. Teachers and coaches, including our Literacy Coach, provide safe spaces for teachers to learn from each other through structured learning walks. Our literacy coach partners teachers with strong teacher models to support their growth in their area(s) of need.	

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.

Methods for dissemination of our SIP and SWP to stakeholders:

Rymfire Elementary School (RES) shares this information with our families in the following methods: Open House, Weekly Family Skylert emails and phone calls, Facebook, our website, and during our School Advisory Council (SAC) as well as our Parent Teacher Organization (PTO).

RES shares it with our staff during our Back to School Professional Learning session(s), faculty and

grade level meetings or planning sessions, as well as our weekly staff email. Our ESOL Resource Teacher will also provide SIP information and updates in languages when available.

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))

Rymfire Elementary School builds 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 through the following methods:

1. Provide weekly progress updates in our weekly family email through Skylert.
2. Celebrate our school's successes in our weekly family email through Skylert and Facebook.
3. Our support facilitators provide differentiated homework for our SWD.
4. We reference our grading platform, Skyward, in our weekly family emails, with a look for, such as, "Check your child's summative scores in ELA this week." Is your child scoring 70% or above? If not, has your child's teacher reached out to you? If they have not connected with you, schedule a phone conference by emailing them or contacting them through your child's teacher's platform, such as Dojo or Remind."
5. Share progress reports and/or report card grades with families every 4 weeks.
6. Update our PTO and SAC on our progress during meetings.
7. Share our SIP, plan, and updates during school board meetings when 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)

RES plans to strengthen the academic program in our school, increase the amount and quality of learning time and help provide enriched and accelerated curriculum in the following ways:

1. Weekly grade level planning sessions using SolutionTree's Professional Learning Communities (PLC) format.
2. Use data to plan for instruction, consistently reviewing the progress of our focus areas: ELA and Math Achievement, and the achievement of our AA students and SWD.
3. Partnering with our district curriculum specialists and school-based academic coaches to provide instructional support in our district adopted curriculum.
4. Create and sustain a culture of continuous learning and vulnerability so staff feel comfortable collaborating and sharing teacher specific data.
5. Continue to backwards plan by beginning with the standards and its summative to ensure standards aligned instruction.
6. Provide teachers and students with corrective feedback in a timely manner.

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))

Our plan is developed in coordination and integration with our Federal, State, and local services, resources and programs, such as programs supported under ESSA in the following:

1. We use ESSA funds for tutoring targeting our marginalized groups such as SWD and AA.
2. We will also use ESSA for tutoring to target our students scoring a level 2 as these students make the least progress from the first STAR or FAST progress monitoring to the third progress monitoring.

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))

We ensure counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas in the following ways:

1. Our student services team meets weekly reviewing our most vulnerable population by considering their current progress, current support plan, if applicable, and if other services, both internal and external, should be considered and/or requested.

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))

N/A

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).

RES's implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services, coordinated with similar activities and services carried out under IDEA include the following:

1. All students are taught our tier 1 PBIS system that includes classroom rules, consequences, and rewards. We also have school wide expectations of Be Respectful, Be Responsible, Be Safe, and Be Engaged. These expectations are taught to students for the hallways, playgrounds, cafeteria, and classroom.
2. Students that need targeted tier 2 interventions due to excessive office discipline referrals or not responding positively to tier 1 behavior expectations, are provided with tier 2 interventions to address their behavior.
3. Students that do not respond positively to tier 1 PBIS and tier 2 targeted interventions then receive intensive tier 3 interventions. Students may also receive a Positive Behavior Intervention Plan (PBIP).
4. Quarterly MTSS meetings are held to review student data and the response to intervention. Data is analyzed to determine if the student is responding positively or negatively to the intervention. Adjustments are made to the behavior plans if needed.
5. Our student services' team, which includes our dean, behavior interventionist, behavior specialist, assistant principal, guidance counselors, mental health counselor and our social worker review data to determine appropriate supports for students. This team also collaborates monthly with our district student services personnel to ensure we exhaust all services as appropriate and based on each individual student.

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))

RES plans 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 in the following manner:

1. New teacher meetings to support new teachers in our processes, procedures, and data platforms.
2. Professional Learning focused on the Science of Reading for 7 teachers or one teacher per grade level facilitated by our literacy coach for 6 hours.
3. Professional Learning focused on the evidence-based Math instruction for 7 teachers or one teacher per grade level facilitated by our Math/Science coach for 6 hours.
4. Teachers (5 yrs or less experience) Development Cohort 12 teachers for 9 hours facilitated by our academic coaches. This professional learning begins in January after our New Teacher Meetings focused on our systems is completed.
5. Monthly Professional Learning connected to Pre-K Literacy Practice Profiles during faculty meetings and partnered with our curriculum specialists.
6. Quarterly learning walks with our leadership team and our district curriculum specialists to assess our teachers' implementation of tier 1 curriculum.
7. Paraprofessionals complete professional learning through the online platform, The Master Teacher.
8. Our paraprofessionals collaborate with their grade level's support facilitator ensuring the support they provide students is evidence-based and is increasing their independence.

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))

The strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs include the following:

1. Our preschool teachers attend our monthly faculty meetings.
2. Our preschool coordinator shares student progress with our administration team.
3. Our administration visits the ESE preschool, Bunnell Elementary School, to observe our upcoming students in their setting to prepare for their transition to kinder.
4. Our guidance counselors balance kinder rosters using the preschool end of year data.

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: ELA				\$416,942.96
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0051 - Rymfire Elementary School	Title, I Part A	1.0	\$68,489.67
			<i>Notes: Giana Gonzalez- Intervention Teacher (ELA and Math Support)</i>			
	5100	130	0051 - Rymfire Elementary School	Title, I Part A	4.0	\$276,387.46
			<i>Notes: Other Certified Teacher ; Jessica Krak, Leslie Lawson, Natalie Breath, Erin Carvahlo (ELA and Math Support)</i>			
	5100	150	0051 - Rymfire Elementary School	Title, I Part A	2.0	\$54,499.03
			<i>Notes: Academic Para- professional (Jayme King and Heather Hodgkiss) ELA Support</i>			
	5900	120	0051 - Rymfire Elementary School	Title, I Part A	3.0	\$7,127.73

			<i>Notes: ACT #39 K-5 ELA Tutoring for 3 teachers for 16 weeks for 3.5 hours a day @ \$35 hr = 7, 127.73</i>			
	5100	120	0051 - Rymfire Elementary School	Title IX, Part A	7.0	\$1,582.46
			<i>Notes: Science of Reading Professional Learning- 1 teacher per department</i>			
	5900	120	0051 - Rymfire Elementary School	Title, I Part A	5.0	\$4,184.60
			<i>Notes: ACT #44 FPS Stipends for 5 teachers</i>			
	5100	150	0051 - Rymfire Elementary School	Title, I Part A	2.0	\$2,583.60
			<i>Notes: Academic Para Training; Flamingo Literacy Micro Credential</i>			
	6150	120	0051 - Rymfire Elementary School	Title, I Part A	12.0	\$904.26
			<i>Notes: Literacy Night Stipends</i>			
	6150	120	0051 - Rymfire Elementary School	Title, I Part A	10.0	\$753.55
			<i>Notes: ELL Night Stipends</i>			
	6150	150	0051 - Rymfire Elementary School	Title, I Part A	10.0	\$430.60
			<i>Notes: Translators for PFEP events</i>			
			0051 - Rymfire Elementary School			\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math				\$15,197.85
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5900	120	0051 - Rymfire Elementary School	Title, I Part A	2.0	\$4,745.84
			<i>Notes: Act # 39 K-5 Tutoring for 2 teachers for math tutoring for 16 weeks for \$35 for 3.5 hours = \$4,745.84</i>			
	5100	120	0051 - Rymfire Elementary School	Title, I Part A	7.0	\$1,582.46
			<i>Notes: Evidence Based Math Instruction; 1 teacher per department</i>			
	6400	120	0051 - Rymfire Elementary School	Title, I Part A	64.0	\$8,116.00
			<i>Notes: Substitutes for professional learning, MTSS meetings, Data Anaysis, Learning Walks; Supports ELA and Math (64 Days of Subs)</i>			
	6150	120	0051 - Rymfire Elementary School	Title, I Part A	10.0	\$753.55
			<i>Notes: Math Game Night Stipends</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$7,877.64
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5900	120	0051 - Rymfire Elementary School	Title, I Part A	8.0	\$2,678.14
			<i>Notes: ACT # 30 Science Bootcamp Week 8</i>			

	5100	120	0051 - Rymfire Elementary School	Title, I Part A	12.0	\$4,069.17
			Notes: Teacher Development Cohort for those with 5 years or less (12 Teachers)			
	6150	120	0051 - Rymfire Elementary School	Title, I Part A	15.0	\$1,130.33
			Notes: Hands-On Science Night			
4	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$7,320.20
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0051 - Rymfire Elementary School	Title, I Part A	21.0	\$5,813.10
			Notes: Summer Data Analysis and Professional Learning Community Focus for the 2024 SY. 21 Teachers over 3 days in July.			
	6150	120	0051 - Rymfire Elementary School	Title, I Part A	5.0	\$753.55
			Notes: Targeted Family Support Stipends			
	6150	120	0051 - Rymfire Elementary School	Title, I Part A	10.0	\$753.55
			Notes: Multicultural Night Stipends			
5	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
Total:						\$447,338.65

Budget Approval

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

No