

Flagler Schools

Rymfire Elementary School



2018-19 School Improvement Plan

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Rymfire Elementary School

1425 RYMFIRE DR, Palm Coast, FL 32164

www.flaglerschools.com

School Demographics

School Type and Grades Served (per MSID File) Elementary School PK-6	2018-19 Title I School Yes	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 81%
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Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 46%
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School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	B	B	B*

School Board Approval

This plan is pending approval by the Flagler County School Board.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Rymfire Elementary School's Flagship Program is "Medical Sciences, Health, and Fitness." Our mission is to teach our students the importance of a healthier life style through experiences that focus on exercise and nutrition. We also strive to nurture interest in the Medical Sciences and to increase awareness of various health/medical careers.

Provide the school's vision statement

The Rymfire Elementary School Vision is to work as a team to develop the whole child through successful school experiences in an environment of mutual respect and personal growth.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moore, LaShakia	Principal
Wisniewski, Chris	Teacher, K-12
Evensen, Donelle	Instructional Coach
Lee, Travis	Assistant Principal
Doutrick, Heather	Instructional Coach
Ruddy, Tim	Instructional Coach
Pedro, Jamie	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The members of the school Leadership Team include Lashakia Moore (Principal), Travis Lee and Jamie Pedro (Assistant Principals), Heather Doutrick (Behavior Intervention, Chris Wisniewski (Academic Support/MTSS Support), Donelle Evensen (Literacy Coach), Heather Doutrick, and Tim Ruddy (Math/Science Support). The Leadership Team provides Professional Learning, leads Professional Learning Community Meetings, mentors teachers, and provides model lessons for teachers. We will be providing instructional support for students during school wide ROAD(iii) Time. The school Leadership Team meets once per week to discuss the needs of the school.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	16	21	3	26	28	27	0	0	0	0	0	0	142
One or more suspensions	2	7	9	5	15	13	21	0	0	0	0	0	0	72
Course failure in ELA or Math	0	0	0	33	76	44	43	0	0	0	0	0	0	196
Level 1 on statewide assessment	0	0	0	18	30	42	30	0	0	0	0	0	0	120

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	21	16	19	22	92	91	84	0	0	0	0	0	0	345

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	7	1	2	0	1	1	0	0	0	0	0	0	19
Retained Students: Previous Year(s)	5	7	4	8	1	3	2	0	0	0	0	0	0	30

Date this data was collected

Monday 8/13/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	71	74	68	83	74	64	73	0	0	0	0	0	0	507
One or more suspensions	4	6	5	6	10	13	15	0	0	0	0	0	0	59
Course failure in ELA or Math	0	0	0	51	76	47	67	0	0	0	0	0	0	241
Level 1 on statewide assessment	0	0	0	34	48	32	38	0	0	0	0	0	0	152
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	5	2	44	61	46	58	0	0	0	0	0	0	218

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	71	74	68	83	74	64	73	0	0	0	0	0	0	507
One or more suspensions	4	6	5	6	10	13	15	0	0	0	0	0	0	59
Course failure in ELA or Math	0	0	0	51	76	47	67	0	0	0	0	0	0	241
Level 1 on statewide assessment	0	0	0	34	48	32	38	0	0	0	0	0	0	152
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	5	2	44	61	46	58	0	0	0	0	0	0	218

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our Lowest Quartile ELA achievement was our lowest performing data component.

2018:

41% 3 or higher

School is 6% below district average

School is 7% below state average

2017:

48%

School is even w/ district

School is 4% below the state average

Is a trend by low quartile although our math low quartile was our lowest performing data

component in 2017. Both are the bottom 2 performing components for RES in 2017 and 2018 school years and are trending negatively.

Which data component showed the greatest decline from prior year?

ELA Low 25 and ELA LG both dropped 7% points. Both are below the district and state average.

Cohort Data for 2017-2018 year

ELA Achievement

4th: -17%

5th: -4%

6th: -3%

For Other Conversation Math Achievement

4th: -10%

5th: -9%

6th: -3%

Which data component had the biggest gap when compared to the state average?

ELA LG and ELA Low 25 had the largest gap below the state at 7%. Again both are performing below the district and state and have a negative trend over the last 2 years.

Which data component showed the most improvement? Is this a trend?

Rymfire had its largest improvement in the component of Science Achievement:

5% increase at 56% achievement

even with the district

1% above the state

Describe the actions or changes that led to the improvement in this area

Rymfire has made a concerted effort to support its teachers with the assistance of our Math Science Academic Support Colleague. We have had a focus on grades 3-5 for the last 3 years ensuring the teachers knew their standards and we're teaching to the standards in class. We also have worked with the Science Curriculum Specialist at the district level to create assessments that were aligned to the standards. This past year we also infused more hands on activities with science labs.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	57%	58%	56%	59%	56%	55%
ELA Learning Gains	48%	54%	55%	55%	53%	57%
ELA Lowest 25th Percentile	41%	43%	48%	48%	48%	52%
Math Achievement	65%	65%	62%	69%	59%	61%
Math Learning Gains	56%	59%	59%	60%	57%	61%
Math Lowest 25th Percentile	47%	48%	47%	47%	46%	51%
Science Achievement	56%	56%	55%	51%	56%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	21 (71)	16 (74)	21 (68)	3 (83)	26 (74)	28 (64)	27 (73)	142 (507)
One or more suspensions	2 (4)	7 (6)	9 (5)	5 (6)	15 (10)	13 (13)	21 (15)	72 (59)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	33 (51)	76 (76)	44 (47)	43 (67)	196 (241)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (34)	30 (48)	42 (32)	30 (38)	120 (152)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	62%	6%	57%	11%
	2017	71%	69%	2%	58%	13%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	54%	58%	-4%	56%	-2%
	2017	57%	59%	-2%	56%	1%
Same Grade Comparison		-3%				
Cohort Comparison		-17%				
05	2018	53%	54%	-1%	55%	-2%
	2017	51%	53%	-2%	53%	-2%
Same Grade Comparison		2%				
Cohort Comparison		-4%				
06	2018	51%	56%	-5%	52%	-1%
	2017	54%	57%	-3%	52%	2%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	70%	69%	1%	62%	8%
	2017	70%	69%	1%	62%	8%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	60%	63%	-3%	62%	-2%
	2017	67%	68%	-1%	64%	3%
Same Grade Comparison		-7%				
Cohort Comparison		-10%				
05	2018	58%	59%	-1%	61%	-3%
	2017	69%	58%	11%	57%	12%
Same Grade Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-9%				
06	2018	66%	65%	1%	52%	14%
	2017	63%	65%	-2%	51%	12%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	63	54	50	72	60	46	64				
BLK	35	35	32	43	48	48	33				
HSP	56	46	42	67	57	47	45				
ASN				80							
MUL	65	40	18	71	53	45	75				
SWD	20	24	23	21	37	43	15				
FRL	53	46	41	64	54	49	54				
ELL	50	65	58	60	62						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	64	56	54	77	61	48	58				
BLK	44	54	45	54	58	50	23				
HSP	53	51	52	65	59	48	56				
ASN	82			67							
MUL	69	43	17	65	64		82				
SWD	17	38	42	31	35	35	5				
FRL	55	52	48	64	57	48	45				
ELL	34	43		53	50						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Literacy and High Expectations Rymfire has had a negative trend in our ELA Achievement over the last 2 years. Our Low Quartile ELA achievement was our lowest performing data component. The previous 2 year data is below: 2018: - 41% 3 or higher - 6% below district average - 7% below state average
Rationale	2017: - 48% 3 or higher - even w/ district - 4% below the state average In the 2018 SY, ELA Low 25 and ELA LG both dropped 7% points. Both are below the district and state average. Below cohort data for 2017-2018 school year is displayed: ELA Achievement 4th: -17% 5th: -4% 6th: -3%
Intended Outcome	If we implement Learning Focused lesson plans and employ high yield strategies then we will see an increase in our students earning learning gains in ELA. The I-Ready diagnostic and progress monitoring assessments, will be used to monitor the student's progress toward on grade level achievement which will lead to increased learning gains. The spring 2019 FSA results will be used to determine achievement of this goal.
Point Person	RES Administration (resadmingroup@flaglerschools.com)

Action Step

Description	<ol style="list-style-type: none">1. Administration Attend Training on Learning Focus2. Learning Focus training information disseminated to school leadership team.3. Lesson Plan and Instructional High yield Strategy Focus developed by Leadership Team4. Lesson Plan and Instructional High yield Strategy Focus shared with Instructional Staff in beginning of the school year trainings and school based PLC's intermittently throughout the school year5. Sustained and consistent support of high yield strategies by the Leadership Team.6. Embedded PD in monthly faculty meetings on the positive impact of high yield strategies.7. FSA Boot Camp (Spring)8. Title 1 Tutoring (Starts in November when released and runs through May9. Raising Our Achievement Daily (R.O.A.D. Time)- instructional groupings based on students area of need focusing on literacy if the student is identified as having a reading difficulty in grades K-6.10. Increased focus in writing in all content areas
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Barriers

1. Gaps in knowledge on pulling I-ready diagnostic reports (Leadership Team provide assistance on pulling these reports)
2. Gaps in knowledge on providing instructional/intervention groupings for students based on areas of struggle or profile grouping from the I-Ready reports (Leadership Team assist with grouping students and monitoring interventions employed for these students)
3. Gaps in knowledge on how to use the progress monitoring assessments in I-Ready and utilizing the data to inform instructional practice or groupings. (Leadership Team assist with increasing student knowledge in this area)
4. Gaps in knowledge on high yield Learning Focused strategies (Leadership team continues to disseminate information on high yield strategies and monitors its use).
5. Misconceptions of Florida Standards taught at grade level (Leadership team challenges student work and asks how displayed work depicts mastery of standards).
6. Misconceptions on how students should demonstrate mastery of Florida Standards (Leadership team challenges student work and asks how displayed work depicts mastery of standards)..
7. Gaps in knowledge of the connection of below grade level standards connect to their grade (Leadership team schedules hallway walks or time for teachers to compare below grade level work to the work expected from their students).
8. Gaps in knowledge on how to effectively implement high yield strategies (Monthly PD embedded during faculty meetings and PLCs on the effective use of high yield strategies).
9. Gaps in knowledge on the research and impact of high yield strategies (Monthly PD embedded during faculty meetings on the "why" behind using high yield strategies during instruction).
10. Gaps knowledge on the impact of writing across content areas (Monthly PD embedded during faculty meetings on the "why" behind writing across all content areas).
11. Gaps in knowledge on the importance of achieving at least 70% fidelity across student assessments (The Leadership Team will question teachers' fidelity and current practices implemented to positively change their fidelity).

Person Responsible RES Administration (resadmingroup@flaglerschools.com)

Plan to Monitor Effectiveness

Description Monthly, we will monitor our student data and make adjustments based on student results on the I-Ready diagnostic, progress monitoring assessments and grade level common assessments. We also will monitor student progress in our monthly MTSS meetings, Leadership team meetings as well as PLC's. We will use criteria set by our school and district in order to determine next steps.

Person Responsible RES Administration (resadmingroup@flaglerschools.com)

Activity #2

Title

Early Warning Systems

Our Discipline data has increased in the last 2 years especially for our African American Students. We will look for ways to reduce the number of referrals and suspensions of all students as well as our African American Students. Data below:

Discipline Referrals

2017- 780

2018- 787

There is slight increase

Total # of days students were out of School Suspension

2017- 173

2018- 185

Shows a trend of increasing over the last 2 years by 12 more days of suspension out of school

Rationale

Number of Students with Referrals

2017- 212 (African American 67=32%)

2018- 226 (African American 62= 27%)

Number of OSS Issued

2017 - 105 (63 students)

2018- 126 (73 Students)

African American Students Total Issued OSS

2017 -32 (students 22 = 35%)

2018 - 57 (students 31= 42%)

Data is from the District EOY report on EWS

Intended Outcome

If all teachers at Rymfire Elementary School positively and proactively respond to student behaviors and implement specific behavior interventions, we will see the total number of referrals decrease. Based on last year's data, there was a negative trend in the referral data of our African American population. This subgroup's data will be monitored quarterly during our Student Services Team meetings.

Point Person

RES Administration (resadmingroup@flaglerschools.com)

Action Step

Description

1. Mentoring students that show a need for behavior modification
2. CHAMPS-We will continue to implement CHAMPS to increase the fidelity of a tier 1 classroom management system.
3. Weekly meetings with teachers that have high number of student concerns
4. Weekly Student Service Meetings
5. Monthly Multi-tiered System of Supports (MTSS) Meetings: team members update spreadsheet to include students with 2 or more referrals, attendance rates, students receiving mental health counseling, students receiving MTSS interventions, both behavior and academic, SWD, and/or 504. Data is used at monthly MTSS meetings to help the MTSS team determine appropriate and effective interventions.

6. Additional PD on the effect of building and sustaining positive relationships in the classroom to proactively address behavior concerns.
7. Monthly discipline meetings: Students with 2 or more referrals will be placed on behavior plans at the monthly MTSS meetings.
8. Monthly PBIS meetings: tier 1 and tier 2 interventions are discussed, created and/or revised based on monthly discipline data.
9. Attendance Initiative: Educating our families and communities on the relationship between attendance and academic success.
10. Creating attendance interventions, both tier 2 and tier 3, based on attendance data (data is discussed during weekly Student Services' meetings).
11. Attendance grade level competition: Classes compete for the highest attendance rate each week. Winner earns banner and is invited to participate in the hallway dance party every Friday.
12. Bi-Annual PBIS Blast to teach and review expectations
13. Review bus expectations and seek volunteers to be monitors on the bus.
14. Social Skills Curriculum taught to identified students
15. Sensory Room used for students who need sensory output

Barriers/Resources

1. Staff gaps in knowledge on positive behavior intervention for students with difficult behaviors (Leadership Team provide behavior modification training and resources as well as Restorative Practice Training to staff).
2. Gaps in knowledge on when a behavior PMP should be started (Leadership Team will encourage the implementation of behavior PMPs during our monthly MTSS meetings when appropriate and based on student need).
3. Lack of knowledge of the students with 2 or more EWS indicators (Leadership team provides teachers with the names of these students).
4. Gaps in knowledge on implementing behavior plans and building positive relationships with our students. (Individualized professional learning of staff with students who have a behavior plan)
5. Gap of knowledge on how the sensory room is utilized. (Training for staff on utilization of the Sensory Room)

Person Responsible RES Administration (resadmingroup@flaglerschools.com)

Plan to Monitor Effectiveness

- Description**
1. Monthly Review of EWS Data during weekly Student Services' meeting.
 2. Monthly review of discipline data during monthly discipline meeting.
 3. Monthly review of discipline data during Positive Behavioral Intervention and Supports (PBIS) monthly meeting.
 4. Monthly review of attendance data during our Student Services' meeting.
 5. Monthly review of academic progress during monthly grade level Multi-Tiered System of Supports (MTSS) meetings.
 6. Quarterly review of our African American population referral data.

Person Responsible RES Administration (resadmingroup@flaglerschools.com)

Activity #3	
Title	Graduation Rate
Rationale	<p>Rymfire has a negative trend with the percentage of students scoring a 3 or higher on the ELA and Math FSA assessments. Equally, our SWD are performing considerably below our other student populations. Our percent of students Achieving Level 3 or higher over the last 2 years are below:</p> <p>ELA SWD/ELA Math SWD/Math 2017 59 17 69 31 2018 . 57 20 65 21</p> <p>None of these numbers are desirable as too many students are not achieving at a level of a 3 or higher.</p>
Intended Outcome	If we Increase our staff's knowledge and ability to implement the Florida Standards Instructional Shifts, then we will see an increase in the percentage students who earn a 3 or higher on the ELA and Math FSA assessments which will be monitored and refined through our PLC focus and feedback from our instructional evaluation of our teachers.
Point Person	RES Administration (resadmingroup@flaglerschools.com)
Action Step	
Description	<ol style="list-style-type: none"> 1. Leadership team calibrates monthly on their understanding of each instructional shift of focus 2. Leadership Team provide the focus for the instructional shifts on a monthly basis during meetings with staff such as Faculty, Lead Teacher and/or PLC meetings 3. Administrative Feedback on observations and evaluations 4. Employ District Curriculum Specialist to provide focus during teacher planning monthly and assist with observation of implementation 5. Learning Walks allow staff to observe colleagues use of high yield strategies in their instructional practice. <p>Barriers/ Resources to achieve goal</p> <ol style="list-style-type: none"> 1. Staff lack of knowledge on implementing the instructional shifts (Resource can be to employ district curriculum specialist to assist with knowledge building and implementation effectiveness by staff through visits; Our Academic Support Colleagues can also provide training and observation on the) 2. Students functioning 2 or more years below grade level (Adjustment to our intervention plan to better service students fitting this description; better intervention resources such as STAM, SOLVE,STAR to assist staff with Tier 2 and Tier 3 intervention to support these students)
Person Responsible	RES Administration (resadmingroup@flaglerschools.com)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Classroom Walk Through Feedback 2. Informal Observation Feedback 3. Formal Evaluation Feedback

Person Responsible RES Administration (resadmingroup@flaglerschools.com)

Activity #4

Title	Acceleration 2018 % of student who earned a level 4 or higher on ELA, Math, and Science 2018 2017 Math Grade 3 - 39 41 Grade 4 - 27 39 Grade 5 - 29 37 Grade 6 - 38 37
Rationale	ELA Grade 3 - 35 40 Grade 4 - 32 26 Grade 5 - 25 26 Grade 6 - 24 36 Science Grade 5- 25 23 How about each cohort having a 2% increase goal annually rather it is Math or ELA?

Intended Outcome	If we increase the use of differentiated instruction in ELA, Math, and Science, then we will see an increase in students earning a 4 or higher on the FSA ELA, FSA Math, and Science state assessments which will be monitored through students' common assessments, quarterlies, and diagnostic I-Ready data.
Point Person	RES Administration (resadmingroup@flaglerschools.com)

Action Step

Description	Differentiated instruction will be implemented and monitored by the Leadership Team. In addition to the monitoring of differentiated instruction, the Leadership Team will also monitor student outcomes. <ol style="list-style-type: none"> 1. Class data is reviewed during monthly MTSS meetings. 2. Differentiation is notated in lesson plans. 3. Differentiation is expected to be implemented across content areas. 4. R.O.A.D. Time enrichment groups. 5. Future Problem Solvers (F.P.S.) group focused on providing accelerated opportunities for students. 6. Providing additional advanced math class 7. FSA Boot Camp with a focus on bubble students improving achievement.
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Person Responsible	[no one identified]
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Plan to Monitor Effectiveness

Description	The Leadership Team will monitor the implementation of differentiation by committing to weekly classroom visits and reviewing teacher lesson plans. The Leadership Team will participate in our monthly MTSS meetings where teachers share their class data. Barriers/Resources
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Lack of knowledge on the importance of achieving at least 70% fidelity across student assessments (The Leadership Team will question teachers' fidelity and current practices implemented to positively change their fidelity).
Lack of knowledge on how to differentiate assignments for our high achievers (The academic coaches will provide examples of differentiation to our teachers).

Person Responsible [no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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

- 1) Parenting Education opportunities including ELA Standards Night, Math Standards Night, Technology Night, Night at the Museum, Quarterly Coffee with the Principal Meetings, and ESOL Classes for Adults.
- 2) Shared Decision-Making and Two-Way Communication through Newsletters, Planners, Phone Blasts, Classroom Dojo, Surveys, SAC, and PTO as well as School Improvement Plan(SIP) and Parent and Family Engagement Plan(PFEP) review meetings.
- 3) Volunteering Opportunities including Parent/Community Volunteers, African-American Mentor Program, WATCH D.O.G.S, I Can Read program, Reading Mentors Program through Flagler Volunteer Services and Career Days.
- 4) Use of Community Resources through partnerships with Lowe's and Publix, use of Behavioral/Mental Health Services, and the Flagler County Education Foundation. We also have developed partnerships with local agencies to support our Flagship Program (Medical Sciences, Health and Fitness). These agencies include the Flagler County Health Department, Florida Hospital Flagler, and Nursing Programs from Bethune-Cookman University and Daytona State College. This year we will also partner with the Flagler County Health Department to bring the Dental Sealant Program to our students in grades K-6.
- 5) Student Community Services including K-Kids (3-6), Student Council (3-6), Principal's Advisory Committee (4-Community Problem Solvers (5-6) and PRISM Club (4th).

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Rymfire Elementary School staff places students' needs first. The Guidance Department ensures that students' social and emotional needs are met to maximize academic success and personal growth. Counselors collaborate with teachers, parents, behavior specialists, school psychologists, and other mental health specialists to identify and address students' needs. Our School Psychologist is on campus five days per week, our Mental Health Counselor two days per week and our School Social Worker is on campus 1 day per week to support students, staff, and families as needed. Multi-Tiered Systems of Support (MTSS) is a process used to serve students with specific academic and/or behavioral needs. When community resources are needed, the district's referral process (FSS/CINS/FINS) is used to provide mental health support and assistance with basic needs. RES is provided with school supplies and clothing items for identified students.

Students are further supported via individual or small group counseling, SOS ("Save One Starfish") mentoring program, the African-American Mentors Program, Watch D.O.G.S. (Dads of Great Students), classroom social emotional guidance lessons, and consultation with parents/teachers/identified school staff. The Second Step Program is used by guidance counselors, the school psychologist and academic support staff to help support students. Guidance takes a proactive stance in planning activities and events that promote social and emotional health for our students and families. Career Day allows students to meet and talk with role models in the various job fields as they consider their interests and plan for the future. RES Student Council gives an opportunity for participants to assist in school activities and events but also experience personal growth as they learn more about their own abilities and the role they play in a community. Rymfire provides opportunities for students to participate in clubs, events and activities promoting personal/social growth throughout the year, before and after school.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Kindergarten students, and parents of these students, entering Rymfire Elementary School for the first time are provided opportunities for transitioning into the elementary school program. These opportunities include:

- a. The principal hosts the "Boo-Hoo" Breakfast and school tour for parents on the first day of Kindergarten to help parents become acquainted with the building and staff allowing for easy adjustment to sending the Kindergartener to school for the first time.
- b. Open House allows parents to receive information about the requirements of the grade level and classroom.
- d. Kindergarten staggered start on the first days of school provides a smaller class setting on those first days. On the third day of school, all Kindergarten students report for class.
- e. Kindergarten teachers provide opportunities for students to become familiar with the building and staff at the school (search for "Robbie the Roadrunner").
- f. FLKRS assessment is administered the first month of school to provide for early assessment of student readiness.
- g. Vertical Planning between PreK and Kindergarten teachers allows for continuity as students progress from one grade to the next.

- h. 6th Grade scheduling mirrors what students will experience in Middle School.
- i. BTMS and ITMS representatives share expectations with 6th grade students.
- j. Collaboration between Administration and Guidance from Rymfire and the Middle Schools.
- k. Vertical planning between our 6th Grade teachers and 7th Grade teachers from the Middle Schools.
- l. School volunteer Mr. Kennedy, meets with both ITMS and BTMS school officials during the last week of school to gain understanding of cafeteria procedures and expectations at both middle schools. He then shares the procedures and expectations with our 6th grade students during their last week of school.
- m. Move up to Kindergarten Day allows Rymfire VPK students to visit Kindergarten classes to prepare for the next school year.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school Leadership Team decided that we would have four goals for the School Improvement Plan this year. We chose the following goal areas. They include Literacy and High Expectations, Graduation Rate, Early Warning Systems, and Acceleration. These goals range from focusing on identifying and supporting our students who struggle the most academically or behaviorally to providing enrichment to some of our students who currently are achieving above average. It was agreed that Title I funds for Professional Learning would be used for supporting the School Improvement Plan goals. These focused on sending a team of teachers, including our Literacy Coach, to a train the trainer conference on Wilson Phonics so that they were able to train the rest of our staff on the use of Wilson Phonics in our K-2 classrooms. We also provided training and support to our High Support Classroom teachers, that service our most academically needy students. This training focuses on collaborative teaching planning and instruction to create classrooms where their students have optimal success. This training and ongoing support throughout the year is supported by FDLRS and our Academic Support Coaches. Our academic support coaches serve as support to all of our teachers. They provide training for our new teachers on lesson planning. They support all of our teachers with reviewing of assessment data. They also support the professional learning goals of the school and serve as members of the Leadership Team, MTSS Team, and the School Assessment Team. Our Students Services Department manages and facilitates practices to monitor and improve our Early Warning Systems indicators. This department includes, administration, guidance counselors, our behavior interventionist, our school psychologist, our mental health counselor, and our school social worker. They meet weekly to monitor specific data related to attendance and discipline. From the data they receive, this team puts supportive interventions in place ranging from counseling for mental health, school counseling services, discipline interventions and classroom/school-wide incentive programs. They also are responsible for the enforcement of the District Code of Conduct and community engagement. . Weekly logs are provided to the Principal from our staff funded through Title 1 for managing and tracking how effective our use of these resources are. These include 3 intervention teachers and 2 academic support coaches. Our school is also provided staff such as the Mental Health Counselor, School Social Worker, and Staffing Specialist to support our student services from district allocated funds. The School Leadership team consists of administration, student services representatives, and our academic support coaches. The Leadership Team meets once per week to discuss the needs of our students, teachers and

school. This team leads the vision set forth by our Principal, Mrs. Moore. Our School Leadership Team strives to make data informed decisions in order to maximize our resources and outcomes for our students, families, teachers, and our community.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Rymfire Elementary School's Flagship Program is Medical Sciences, Health and Fitness. The purpose of this Flagship is to teach our students the importance of a healthier lifestyle through experiences that focus on exercise and nutrition. We also strive to nurture interest in the Medical Sciences and increase awareness of various medical/health careers. We have developed partnerships with local businesses as well as the Flagler County Education Foundation and Florida Hospital Flagler to help support our Medical Lab which was opened in May, 2015 as well as after school activities that promote positive health and nutrition. We have a partnership with the Flagler County Health Department to provide the Dental Sealant Program to our students. This allows for students K-6 to receive education on dental hygiene and provides for students to receive sealants on their teeth and an oral evaluation. In conjunction with Florida Hospital, Rymfire students participate in the Morning Mile Club to bring about awareness of lifelong fitness and health activities. In addition, the Special Area Department has developed lessons and community outreach to local businesses and agencies to bring a career focus into their courses at each grade level. The career focus changes quarterly to expose Rymfire students to careers aligned with Medical Science, Health and Fitness.

Each year, we hold a Career Day for grades K-6. Students are exposed to local businesses and professionals tied to our Flagship Program and STEM. We also post staff biographies by every staff member's door so students have a visual of what they have accomplished to serve in their current position.

Rymfire Elementary offers after school Robotics and Coding Clubs. Students also participate as members of the TWTR (Talking With The Roadrunners) daily news crew. Reports are shared via intercom Monday -Thursday and are live streamed by the students on Fridays.

Part V: Budget

Total:	\$424,308.98
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