

Citrus County Schools

Rock Crusher Elementary School



2021-22 Schoolwide Improvement Plan

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Rock Crusher Elementary School

814 S ROCK CRUSHER RD, Homosassa, FL 34448

<https://rce.citruschools.org/>

Demographics

Principal: Sean Furniss

Start Date for this Principal: 7/18/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (60%) 2017-18: A (64%) 2016-17: B (60%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

While educating the whole child, we at Rock Crusher Elementary School strive to assist the children in becoming life long learners, unique individuals, and people who make a difference.

Provide the school's vision statement.

RCE- We "Gopher" lifelong learning

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Furniss, Sean	Principal	<p>(1) Provide leadership in the continuous improvement of the total educational program in the school. *</p> <p>(2) Manage and administer the overall instructional program of the school. *</p> <p>(3) Manage and administer the overall activities of assessing and developing the instructional program of the school. *</p> <p>(4) Provide leadership and facilitate the accreditation program at assigned school. *</p> <p>(5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships.</p> <p>(6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. *</p> <p>(7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. *</p> <p>(8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials.</p> <p>(9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. *</p> <p>(10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. *</p> <p>(11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. *</p> <p>(12) Manage the implementation and administration of negotiated employee contracts at the school level. *</p> <p>(13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. *</p> <p>(14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. *</p> <p>(15) Manage and administer maintenance services for the school in such a manner that ensures safety, maximum life and use of the facility.</p> <p>(16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. *</p> <p>(17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. *</p> <p>(18) Manage and supervise the wise use of financial resources for the school. *</p> <p>(19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. *</p> <p>(20) Oversee financial accounting to ensure judicious</p>

Name	Title	Job Duties and Responsibilities
		<p>management of all school funds. *</p> <p>(21) Manage and supervise the preparation of financial reports for the school. *</p> <p>(22) Manage and supervise student accounting and attendance procedures at the school. *</p> <p>(23) Coordinate with the Food Service Director to oversee and supervise the school food service program. *</p> <p>(24) Serve as a liaison between the school and community and provide leadership for positive school / community relations.</p> <p>(25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. *</p> <p>(26) Keep well informed about current trends in education. *</p> <p>(27) Keep informed of policy, procedures, instructional programs, potential problems, and resolutions of existing problems. *</p> <p>(28) Keep staff informed of policy, procedures, instructional programs, potential problems, and the resolution of existing problems. *</p> <p>(29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. *</p> <p>(30) Oversee and maintain accountability for property inventory records and security of school property. *</p> <p>(31) Oversee the development of a master schedule for teachers. *</p> <p>(32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. *</p> <p>(33) Approve and oversee school-sponsored activities and maintain a calendar for all school events. *</p> <p>(34) Provide for the articulation of the school's instructional program and services among school personnel and the community. *</p> <p>(35) Provide leadership for the school improvement and accountability process. *</p> <p>(36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. *</p> <p>(37) Assume all duties and responsibilities in Florida statutes. *</p> <p>(38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. *</p> <p>(39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. *</p> <p>(40) Coordinates with the Executive Director of Support Services to supervise and oversee transportation services at the school.</p>

Name	Title	Job Duties and Responsibilities
		<p>(41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. *</p> <p>(42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. *</p> <p>(43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. *</p> <p>(44) Manage and supervise the school's student activity programs including selection of club sponsors. *</p> <p>(45) Maintain visibility and accessibility on the school campus. *</p> <p>(46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items.</p> <p>(47) Assign and supervise school personnel in special projects for the enhancement of the school.</p> <p>(48) Attend school-related activities and events. *</p> <p>(49) Participate in leadership development activities.</p> <p>(50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(51) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
<p>Ramallo, Sarahy</p>	<p>Assistant Principal</p>	<p>(1) Provide assistance and feedback to school personnel. *</p> <p>(2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. *</p> <p>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</p> <p>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</p> <p>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</p> <p>(6) Implement the accreditation program for the assigned school. *</p> <p>(7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. *</p> <p>(8) Manage and administer the testing program for the school. *</p> <p>(9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. *</p> <p>(10) Facilitate process of positive communication among</p>

Name	Title	Job Duties and Responsibilities
		<p>students, parents, teachers, and clerical staff in daily interactions. *</p> <p>(11) Provide leadership in the event of school crisis and/or civil disobedience. *</p> <p>(12) Provide leadership in the school improvement process. *</p> <p>(13) Administer and develop teacher duty rosters for the school. *</p> <p>(14) Provide supervision while maintaining visibility about the campus and classroom. *</p> <p>(15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. *</p> <p>(16) Interpret and enforce the District's Code for Student Conduct. *</p> <p>(17) Supervise all facets of the registration process. *</p> <p>(18) Coordinate the production of pre-planning materials. *</p> <p>(19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. *</p> <p>(20) Comply with provisions of collective bargaining agreements. *</p> <p>(21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. *</p> <p>(22) Develop and maintain positive school/community relations and act as a liaison between school and community. To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.</p> <p>(23) Coordinate the school food service program as it relates to the special needs of the school. *</p> <p>(24) Maintain adequate property inventory records, key control and security of school property. *</p> <p>(25) Participate in the development of long-range facility needs at the assigned school. *</p> <p>(26) Coordinate plant safety and facility inspection at the school. *</p> <p>(27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. *</p> <p>(28) Coordinate the transportation services at the assigned school. *</p> <p>(29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. *</p> <p>(30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. *</p>

Name	Title	Job Duties and Responsibilities
		<p>(31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. *</p> <p>(32) Manage and administer the attendance policy and procedures. *</p> <p>(33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. *</p> <p>(34) Coordinate data processing activities as assigned. *</p> <p>(35) Provide leadership for, and supervision of, extracurricular activity programs. *</p> <p>(36) Participate in the administration of the school's athletic program. *</p> <p>(37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. *</p> <p>(38) Approve school-sponsored activities and maintain a calendar of all school events. *</p> <p>(39) Assume responsibility of the school when the Principal is absent from the building. *</p> <p>(40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.*</p> <p>(41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(42) Perform other incidental tasks consistent with the goals and objectives of this position.</p>

Myers, Cindy	Reading Coach	<p>(1) Assist in the coordination, implementation and assessment of state and district curriculum. *</p> <p>(2) Evaluate current instructional programs in cooperation with principals, staff, and parents. *</p> <p>(3) Facilitate and monitor coordination of instructional programs.*</p> <p>(4) Assist in designing, implementing and evaluating curriculum.*</p> <p>(5) Assist in securing materials/resources needed by teachers to support instruction relative to Sunshine State Standards.*</p> <p>(6) Facilitate the processes for securing, disseminating and inventorying instructional materials including preparation of the budget.*</p> <p>(7) Observe, consult with, and assist individual classroom teachers in their efforts to differentiate instruction and meet student needs.*</p> <p>(8) Facilitate and work cooperatively with teachers in planning and implementing instructional continuous improvement efforts that will result in high student</p>
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Name	Title	Job Duties and Responsibilities
		<p>achievement.*</p> <p>(9) Assist in orientation, induction, and training of new teachers.*</p> <p>(10) Facilitate the professional growth of teachers by addressing their needs relative to curriculum, instruction and assessment.*</p> <p>(11) Serve as a liaison between the school and district in developing and supporting curriculum initiatives.*</p> <p>(12) Work closely with district staff and school personnel to promote a systematic approach to program improvement.*</p> <p>(13) Facilitate vertical continuity in implementation of curriculum alignment initiatives within school.*</p> <p>(14) Promote a close working relationship with teachers and school leadership team to ensure accurate information exchange, coordination of curriculum efforts, and representative support for curriculum decision.*</p> <p>(15) Assists in the analysis, interpretation and utilization of student assessment data to improve student performance.*</p> <p>(16) Assist in the assessment and appropriate placement of individual students.*</p> <p>(17) Assist in school improvement efforts that are relative to curriculum, instruction, and assessment.*</p> <p>(18) Assist in the writing, administration an</p>
<p>Jackson, Joan</p>	<p>Staffing Specialist</p>	<p>(1) Serve as the designee for the Director of Exceptional Student Education for conferences, eligibility, IEP revision and placement meetings.*</p> <p>(2) Maintain current knowledge and interpretation of Citrus County Special Programs and procedures, best practices, and other local, state, and national rules, regulations, policies and procedures.*</p> <p>(3) Serve as case manager for conferences, staffings, IEP meetings, and other placement meetings; and maintains accurate legal records for compliance audits.*</p> <p>(4) Assist with coordinating the curriculum of Exceptional Student Education in the schools and interpreting students' needs for educational planning and placement.*</p> <p>(5) Maintain knowledge about strategies and interventions and make appropriate pre-referral recommendations.*</p> <p>(6) Provides in-service training for teachers and staff regarding ESE issues.*</p> <p>(7) Serve as a resource to administrators, counselors, and teachers regarding ESE issues.*</p>

Name	Title	Job Duties and Responsibilities
		(8) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (9) Perform other incidental tasks consistent with the goals and objectives of this position.*

Demographic Information

Principal start date

Wednesday 7/18/2018, Sean Furniss

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

711

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

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

15

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	11	36	36	41	39	32	0	0	0	0	0	0	0	195
Attendance below 90 percent	8	22	20	18	21	7	0	0	0	0	0	0	0	96
One or more suspensions	2	3	5	4	4	4	0	0	0	0	0	0	0	22
Course failure in ELA	0	8	6	5	8	5	0	0	0	0	0	0	0	32
Course failure in Math	0	8	11	8	13	14	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	9	19	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	14	14	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	4	18	14	24	0	0	0	0	0	0	0	0	0	60

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	13	10	10	15	15	0	0	0	0	0	0	0	66

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

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	
Number of students enrolled	81	85	86	74	72	67	0	0	0	0	0	0	0	465
Attendance below 90 percent	0	1	5	2	4	2	0	0	0	0	0	0	0	14
One or more suspensions	1	3	6	4	10	6	0	0	0	0	0	0	0	30
Course failure in ELA	0	3	1	2	4	20	0	0	0	0	0	0	0	30
Course failure in Math	0	4	3	4	3	4	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	10	9	9	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	9	15	15	0	0	0	0	0	0	0	39

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	2	2	2	6	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	6	6	8	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	81	85	86	74	72	67	0	0	0	0	0	0	0	465
Attendance below 90 percent	0	1	5	2	4	2	0	0	0	0	0	0	0	14
One or more suspensions	1	3	6	4	10	6	0	0	0	0	0	0	0	30
Course failure in ELA	0	3	1	2	4	20	0	0	0	0	0	0	0	30
Course failure in Math	0	4	3	4	3	4	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	10	9	9	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	9	15	15	0	0	0	0	0	0	0	39

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	2	2	2	6	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	6	6	8	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%			67%	59%	57%	67%	59%	56%
ELA Learning Gains	49%			63%	56%	58%	55%	50%	55%
ELA Lowest 25th Percentile	47%			65%	48%	53%	53%	41%	48%
Math Achievement	71%			69%	60%	63%	80%	66%	62%
Math Learning Gains	52%			54%	54%	62%	70%	56%	59%
Math Lowest 25th Percentile	39%			43%	39%	51%	60%	39%	47%
Science Achievement	53%			61%	60%	53%	64%	61%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	61%	1%	58%	4%
Cohort Comparison						
04	2021					
	2019	58%	55%	3%	58%	0%
Cohort Comparison		-62%				
05	2021					
	2019	71%	58%	13%	56%	15%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	58%	12%	62%	8%
Cohort Comparison						
04	2021					
	2019	66%	59%	7%	64%	2%
Cohort Comparison		-70%				
05	2021					
	2019	60%	60%	0%	60%	0%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	58%	58%	0%	53%	5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		7	13	40
	Economically Disadvantaged		4	3	29
	Students With Disabilities		1	0	6
	English Language Learners		na	na	na
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		7	17	38
	Economically Disadvantaged		3	9	46
	Students With Disabilities		2	4	5
	English Language Learners		na	na	na
Grade 2					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		13	27	43
	Economically Disadvantaged		5	9	24
	Students With Disabilities		0	1	2
	English Language Learners		na	na	na
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		7	13	31
	Economically Disadvantaged		4	10	29
	Students With Disabilities		0	0	6
	English Language Learners		na	na	na

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	24	37
	Economically Disadvantaged	14	11	26
	Students With Disabilities	1	0	1
	English Language Learners	0	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	17	37
	Economically Disadvantaged	2	10	18
	Students With Disabilities	1	2	3
	English Language Learners	0	0	1

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	32	33
	Economically Disadvantaged	14	16	22
	Students With Disabilities	1	1	1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	25	48
	Economically Disadvantaged	7	13	23
	Students With Disabilities	0	2	2
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13	13	17
	Economically Disadvantaged	8	7	5
	Students With Disabilities	0	0	0
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	20	38
	Economically Disadvantaged	8	11	28
	Students With Disabilities	0	2	2
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	48	32	39
	Economically Disadvantaged	31	19	25
	Students With Disabilities	7	3	5
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	42			67			80				
BLK	20			50							
HSP	46			38							
MUL	33			67							
WHT	60	52	47	74	56	40	57				
FRL	52	44	50	65	47	38	48				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	55	73	73	65	66	53	56				
BLK	30			50							
HSP	60	79		50	47		40				
MUL	83	100		92	90						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	67	60	61	71	53	43	63				
FRL	66	62	67	68	54	44	56				
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
SWD	55	54	36	58	73	60					
BLK	58	70		75	90						
HSP	59	62		76	85						
MUL				100							
WHT	67	53	49	80	67	54	66				
FRL	68	57	59	78	70	56	63				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	7
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	63
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

4th Grade Math BQ students; 5th Grade Math BQ Students:

Based on iReady Fall/ Spring comparative data, RCE was the only school in the district to place in quadrant 1 in ELA. However, after a strong start in Math, we stagnated with our progress in the Spring diagnostic. In 2021 3rd grade FSA, RCE had: 3 level 5s, 26 level 4s, 28 level 3s, 30 level 2s, and 10 level 1s. We scored an average of 3.5 out of 8 on integration of knowledge and ideas. Based on 2019 FSA data, our African American population scored below Federal Index Level.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019- Learning gains in Mathematics. Half of the 5th grade students received math instruction from a teacher new to the grade level, instructional support was added after the analysis of the first Citrus Assessment; Study Island and Success Maker were not implemented with fidelity; Mid-year, a long term substitute in fourth grade was replaced with a certified teacher; We relied heavily on a variety of supplemental math programs which were not closely monitored. In 2021 iReady data, after a strong start in Math we fell behind into quadrant 2. Based on 2021 FSA data we need to emphasize Knowledge of Integration and ideas.

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

Bottom Quartile in Mathematics; State: 46%, RCE: 43%

In 2019, Half of the 5th grade students received math instruction from a teacher new to the grade level, instructional support was added after the analysis of the first Citrus Assessment; Study Island and Success Maker were not implemented with fidelity; In 2021 we are instituting a Math Title 1 teacher for boosting bottom quartile students, as well as accelerating higher performing students. We have purchased supplemental, research-based curriculum programs to boost lower performing student scores.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Bottom Quartile Learning Gains in ELA; State: 45%; RCE: 65%

Before school tutoring focused on ELA (Success Maker Teams); increased ELA block (120 minutes); Heavier focus on ELA Citrus Assessment data analysis; targeted Title I interventions in K-5 focused on foundational literacy skills. As of July 2021 we have no relevant learning gains in FSA data. However, our iReady diagnostic 3 data showed a dramatic increase in ELA.

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

Attendance.

Title 1 and reading coach were instrumental in helping teachers with assessment and data (after diagnostic scores) . Grade level data days were crucial to collaborate with teams towards analyzing student data and planning for success.

School culture continues to trump strategy.

Utilized paraprofessionals to pull and reteach students in areas of concern.

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

- *New teachers will need to be indoctrinated into RCE culture.
- *New curriculum implemented with fidelity.
- *Teachers have an understanding of BEST standards.
- *PLCs need to be purposefully planned for the meaning of standards.
- *Data needs to continue to be analyzed to plan for student success.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- * McGraw Hill training during preplanning.
- * BEST Standards training during preplanning, and throughout the year.
- * New teachers will receive training in cultural and instructional best practices.

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

*We will continue to seek feedback from parents, staff, community, students, SAEC, and other shareholders to evaluate progress and plan for improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: With 20 new staff members this year, as well as 200 new students, it is imperative that we continue the storied tradition that is the Rock Crusher Elementary culture.

Measureable Outcome: * Our staff, student, and parent survey results will exceed 95% in satisfactory data.
* 75% of parents and students, as well as 90% of staff, will complete the survey.

Monitoring: We will analyze and compare 2021 survey results to 2022 data.

Person responsible for monitoring outcome: Sean Furniss (furniss@citruschools.org)

Evidence-based Strategy: * Incentives will be used to motivate survey completion.
* QR codes will increase shareholder feedback.
* New to the building meetings will indoctrinate new staff members into our cultural practices.
* "Tribal elders" meetings will ensure cultural transition.

Rationale for Evidence-based Strategy: RCE cultural practices are the key to our success.

Action Steps to Implement

* Incentives will be used to motivate survey completion.

Person Responsible Sean Furniss (furniss@citruschools.org)

* QR codes will increase shareholder feedback.

Person Responsible Sean Furniss (furniss@citruschools.org)

* New to the building meetings will indoctrinate new staff members into our cultural practices.

Person Responsible Sean Furniss (furniss@citruschools.org)

* "Tribal elders" meetings will ensure cultural transition.

Person Responsible Sean Furniss (furniss@citruschools.org)

* Incentives will be used to motivate survey completion.

Person Responsible Sean Furniss (furniss@citruschools.org)

* QR codes will increase shareholder feedback.

Person Responsible Sean Furniss (furniss@citruschools.org)

* New to the building meetings will indoctrinate new staff members into our cultural practices.

Person Responsible Sean Furniss (furniss@citruschools.org)

* "Tribal elders" meetings will ensure cultural transition.

Person Responsible Sean Furniss (furniss@citruschools.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

We will increase student achievement in the area of science.

Measureable Outcome:

We will increase by 4 points on FCAT Science.

Monitoring:

- * We will meet with teachers quarterly to review grades/ achievement levels.
- * We will utilize district TOSA for modeling and insight.

Person responsible for monitoring outcome:

Sean Furniss (furnisss@citruschools.org)

Evidence-based Strategy:

- *Utilize district-based Science TOSA to plan and model standards-based lessons.
- * Continue school-wide STEM days and Science Night.
- * Emphasize Science specific vocabulary through word of the week.

Rationale for Evidence-based Strategy:

RCE scored 53% in overall Science proficiency (2nd in our district). While outperforming our district in all areas, RCE was slightly ahead of the district by one point in the Nature of Science.

Action Steps to Implement

1. Utilize district-based Science TOSA to plan and model standards-based lessons.

Person Responsible

Sean Furniss (furnisss@citruschools.org)

2. Continue school-wide STEM days and Science Night.

Person Responsible

Sean Furniss (furnisss@citruschools.org)

3. Emphasize Science specific vocabulary through word of the week.

Person Responsible

Sean Furniss (furnisss@citruschools.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Increase student achievement in the area of Math. Our iReady diagnostic data showed a decline from quadrant 1 to 4 in diagnostic 3. However, in FSA RCE scored 71% proficiency (top in the district by 8 points).

Measureable Outcome: We will increase iReady overall placement from 66% to 70% on mid- or above grade level, or on grade level.
RCE will improve overall bottom quartile learning gains from 39% to 45%, as measured by FSA in 4th and 5th grade.

Monitoring: 1. Teachers/ admin will collaborate during data days.
2. Teachers/ admin will monitor iReady data during bi-weekly meetings.
3. Teachers/ admin will meet during monthly meetings to gauge student iReady Math progress of BQ students.

Person responsible for monitoring outcome: Sean Furniss (furnisss@citruschools.org)

Evidence-based Strategy: 1) Mountain Math will be used to spiral previously learned concepts.
2) REFLEX will be re-instituted to increase student understanding of basic math facts.
3) Morning Math labs will be offered and monitored to enhance foundational Math skills.
4) New Title 1 Math teacher will influence lower-performing students, as well as accelerate high performing students to higher achievement.

Rationale for Evidence-based Strategy: We will be able to increase scores of our bottom quartile students, as well as increase the number of level 5s we have on FSA. The amount of level 5s has lagged for the past few years.

Action Steps to Implement

1) Mountain Math will be used to spiral previously learned Math concepts.

Person Responsible Sean Furniss (furnisss@citruschools.org)

2) REFLEX will be re-instituted to increase student understanding of basic math facts.

Person Responsible Sean Furniss (furnisss@citruschools.org)

3) Morning Math labs will be offered and monitored to enhance foundational Math skills.

Person Responsible Sean Furniss (furnisss@citruschools.org)

4) New Title 1 Math teacher will influence lower-performing students, as well as accelerate high performing students to higher achievement.

Person Responsible Sean Furniss (furnisss@citruschools.org)

#4. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale: We will continue to emphasize the importance of learning gains in ELA.

Measureable Outcome: We will increase overall placement from 66% to 70% on mid- or above grade level, or on grade level.

While showing strong gains in BQ learning gains, RCE will strive to improve overall learning gains from 49% to 54%

* Monthly teacher meetings will involve iReady ELA diagnostic conversations.

Monitoring: * Data days will enhance data collaboration and planning towards increasing student achievement.

Person responsible for monitoring outcome: Sean Furniss (furnisss@citruschools.org)

Evidence-based Strategy:

- 1) Data days will allow teachers to collaborate about data and plan for moving students forward.
- 2) Teachers will monitor weekly iReady reports and have incentive-based programs.
- 3) Administration will meet with teachers on a monthly basis to evaluate the progress of BQ students based on tier interventions and iReady diagnostic and path data.
- 4) Teachers will emphasize cloze reading strategies.
- 5) Monthly staff meetings will embed BEST standards and reading comprehension strategies, which are reflected in the book study. As a byproduct, this will also enhance our need to improve Integration of knowledge and Ideas.

Rationale for Evidence-based Strategy: While we demonstrated strong growth in iReady Diagnostic 3 and FSA BQ students, emphasizing foundational reading skills with an emphasis on BEST standards will only serve to enhance our performance on FSA.

Action Steps to Implement

1) Data days will allow teachers to collaborate about data and plan for moving students forward.

Person Responsible Sean Furniss (furnisss@citruschools.org)

2) Teachers will monitor weekly iReady reports and have incentive-based programs.

Person Responsible Sean Furniss (furnisss@citruschools.org)

3) Administration will meet with teachers on a monthly basis to evaluate the progress of BQ students based on tier interventions and iReady diagnostic and path data.

Person Responsible Sean Furniss (furnisss@citruschools.org)

4) We will closely track the progress of our African American students through iReady and FSA data.

Person Responsible Sean Furniss (furnisss@citruschools.org)

5) Teachers will emphasize cloze reading strategies.

Person Responsible Sean Furniss (furnisss@citruschools.org)

6) Monthly staff meetings will embed BEST standards and reading comprehension strategies, which are reflected in the book study. As a byproduct, this will also enhance our need to improve Integration of knowledge and Ideas.

Person Responsible Sean Furniss (furnisss@citruschools.org)

#5. Other specifically relating to Engagement

Area of Focus

Description and Rationale: Maintain student engagement in classroom instruction.

Measureable Outcome: Walkthrough/ observation data will reflect that 85% of students are actively engaged in the lesson being presented.

Monitoring: Walkthrough/ observational data.
Formal/ informal conversations

Person responsible for monitoring outcome: Sean Furniss (furnisss@citruschools.org)

Evidence-based Strategy: 1) Engagement will be observed during walkthroughs and observations. It will be analyzed during admin meetings and presented to staff in the midyear.
2) It will be embedded as an invaluable teaching strategy during new to the building activities and orientation.
3) New teachers will observe mentor teachers to observe and enhance applicable engagement instructional practices.
4) Reading coach will be a resource for new teachers and provide feedback on best practices.

Rationale for Evidence-based Strategy: Classroom engagement is paramount to student attentiveness and success. The Harry Wong philosophies will continue to guide us in our quest to sustain excellent in engagement.

Action Steps to Implement

1) Engagement will be observed during walkthroughs and observations. It will be analyzed during admin meetings and presented to staff in the midyear.

Person Responsible Sean Furniss (furnisss@citruschools.org)

2) It will be embedded as an invaluable teaching strategy during new to the building activities and orientation.

Person Responsible Sean Furniss (furnisss@citruschools.org)

3) New teachers will observe mentor teachers to observe and enhance applicable engagement instructional practices.

Person Responsible Sean Furniss (furnisss@citruschools.org)

. 4) Reading coach will be a resource for new teachers and provide feedback on best practices.

Person Responsible Sean Furniss (furnisss@citruschools.org)

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

Area of Focus Description and Rationale: 40% of our African American subgroup scored at or above level 3 and above on the FSA.

Measureable Outcome: We will increase our African American subgroup federal index score by 2%.

Monitoring: We will closely track the progress of our African American students through iReady and FSA data.

Person responsible for monitoring outcome: Sean Furniss (furniss@citruschools.org)

Evidence-based Strategy: 1) Data days will allow teachers to collaborate about data and plan for moving African American students forward.
2) Teachers will monitor weekly iReady reports and have incentive-based programs to bolster African American scores.

Rationale for Evidence-based Strategy: By scouring various forms of data, it will allow us to make well-informed decisions that will increase achievement for African American students.

Action Steps to Implement

1) Data days will allow teachers to collaborate about data and plan for moving African American students forward.

Person Responsible Sean Furniss (furniss@citruschools.org)

2) Teachers will monitor weekly iReady reports and have incentive-based programs to bolster African American scores.

Person Responsible Sean Furniss (furniss@citruschools.org)

#7. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measureable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

RCE ranked 436 out of 1,395 Florida elementary schools statewide, which places it in the low category. Statistically, there were .3 incidents per 100 students. While ranked low in violent incidents, RCE ranked very high in terms of property incidents. The suspension rate was 8.4 in 2019, as compared to the state average of 3.9. Administration will continue school-wide walkthroughs and formal and informal teacher meetings. Instructional coaches and Title 1 will continue to mentor best practices, particularly among new teachers. PD will focus on team building and culture, as we will have 20 new staff members this year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Teachers in grades K-2 will continue to implement lessons for 30 minutes on behavior three times a week. The standards covered by Sanford Harmony tie in with ELA, so this time will occur during the ELA block or during SPA time. Teachers will use Sanford Harmony and other supplemental resources to plan and deliver instruction throughout the school year. The 30 minute block to instruct on behavioral practices will be documented in weekly lesson plans. Administration will meet with teachers during monthly meetings and do classroom walkthroughs to ensure this prescription is being followed with fidelity.

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

Sean Furniss (Principal) and Sarahy Ramallo (Asst. Principal) will plan and inspect activities that bring cultural awareness and school cohesiveness in order to continue the storied tradition of Rock Crusher. Teachers will conduct Sanford Harmony in their classroom a minimum of three times a week. Our Behavior TOSA will host a monthly Success Club celebration, which promotes positive lifelong qualities. The Assistant Principal will recognize positive choices every Friday with the Being Unusually Good drawing. We will communicate behavior expectations with our parents, relay data, and ask for their feedback in the evaluation process.