

Santa Rosa County School District

# Bennett C Russell Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Bennett C Russell Elementary School

3740 EXCALIBUR WAY, Milton, FL 32583

<http://www.santarosa.k12.fl.us/schools/bre/>

## Demographics

**Principal: Suzette Godwin**

Start Date for this Principal: 7/1/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	62%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
<b>School Grades History</b>	2018-19: B (61%) 2017-18: B (59%) 2016-17: B (57%) 2015-16: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Jeff Sewell</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Santa Rosa 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](http://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**

Bennett Russell Elementary (BRE) strives to ensure all children receive an excellent education through high quality learning experiences.

#### **Provide the school's vision statement**

Through collaboration and continuous learning, Bennett C. Russell Elementary will create a place of excellence where all students are engaged in high quality, real-world learning. A professional and highly motivated staff, in partnership with parents and families, will encourage children to work hard to achieve their full potential and become responsible individuals who are lifelong learners.

### 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
Godwin, Suzi	Principal	Provides strategic direction for the Bennett C. Russell Elementary. Manages and administers the standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff and oversees facilities.
Arrant, Sandra	Assistant Principal	Assists the principal in the following: Manages and administers the standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff and oversees facilities.
Goodwin, Audrey	Other	As the Academic Intervention Specialist, Ms. Goodwin manages, supervises, and implements the Early Intervention Reading Program. She also provides professional development for our instructional staff. She also serves as one of the MTSS team members.
McCurdy, Amelia	Other	As the Math Coach, Ms. McCurdy manages and provides math interventions for our students who struggle in math. She also provides professional development for our instructional staff. She also serves as one of the MTSS team members.
Rackley, Stephanie	Psychologist	Mrs. Rackley serves as an integral part of our Multi Tiered Systems of Support (MTSS) team. She provides knowledge and support for both teachers and parents.
Webb, Tina	Other	As the Behavior Coach, Ms. Webb manages and provides behavioral interventions for our students who struggle in behavior. She also provides professional development for our instructional staff. She also serves as one of the MTSS team members.
Morren, Sue	Guidance Counselor	As Guidance Counselor, Ms. Morren serves as an integral part of our Multi Tiered Systems of Support (MTSS) team. She provides support for our students, families and staff, acts as a liaison with the community, coordinates all assessments and provides training on emotional/social topics needed for our student population.

## Demographic Information

### Principal start date

Monday 7/1/2013, Suzette Godwin

**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.*

3

**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.*

11

**Total number of teacher positions allocated to the school**

55

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	62%
<b>2018-19 ESSA Subgroups Represented</b> (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 <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: B (61%) 2017-18: B (59%) 2016-17: B (57%) 2015-16: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Jeff Sewell</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

#### 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	96	118	108	114	119	117	0	0	0	0	0	0	0	672
Attendance below 90 percent	5	6	6	3	2	4	0	0	0	0	0	0	0	26
One or more suspensions	0	3	3	1	4	3	0	0	0	0	0	0	0	14
Course failure in ELA	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	1	1	2	1	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	2	1	1	0	0	0	0	0	0	0	0	0	4

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

#### Date this data was collected or last updated

Monday 8/31/2020

### Prior Year - 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	124	124	151	145	134	124	0	0	0	0	0	0	0	802
Attendance below 90 percent	2	2	2	3	3	2	0	0	0	0	0	0	0	14
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	8	3	19	14	14	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	11	26	37	0	0	0	0	0	0	0	74

**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	7	2	11	12	15	0	0	0	0	0	0	0	47

**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		2	8	1	7	0	0	0	0	0	0	0	0	18
Students retained two or more times		0	0	0	0	0	2	0	0	0	0	0	0	2

**Prior Year - 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	124	124	151	145	134	124	0	0	0	0	0	0	0	802
Attendance below 90 percent	2	2	2	3	3	2	0	0	0	0	0	0	0	14
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	8	3	19	14	14	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	11	26	37	0	0	0	0	0	0	0	74

**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	7	2	11	12	15	0	0	0	0	0	0	0	47

**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	2	8	1	7	1	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	68%	57%	59%	64%	56%
ELA Learning Gains	60%	64%	58%	50%	53%	55%
ELA Lowest 25th Percentile	58%	56%	53%	42%	45%	48%
Math Achievement	72%	72%	63%	72%	72%	62%
Math Learning Gains	64%	67%	62%	69%	62%	59%
Math Lowest 25th Percentile	46%	52%	51%	52%	52%	47%
Science Achievement	66%	65%	53%	66%	64%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**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	2019	64%	71%	-7%	58%	6%
	2018	55%	66%	-11%	57%	-2%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	58%	66%	-8%	58%	0%
	2018	66%	66%	0%	56%	10%
Same Grade Comparison		-8%				
Cohort Comparison		3%				
05	2019	64%	69%	-5%	56%	8%
	2018	54%	64%	-10%	55%	-1%
Same Grade Comparison		10%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	71%	3%	62%	12%
	2018	68%	73%	-5%	62%	6%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	66%	73%	-7%	64%	2%
	2018	73%	74%	-1%	62%	11%
Same Grade Comparison		-7%				
Cohort Comparison		-2%				
05	2019	70%	71%	-1%	60%	10%
	2018	75%	70%	5%	61%	14%
Same Grade Comparison		-5%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	65%	0%	53%	12%
	2018	66%	66%	0%	55%	11%
Same Grade Comparison		-1%				
Cohort Comparison						

**Subgroup Data**

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 2016-17	C & C Accel 2016-17
SWD	28	47	48	38	42	44	33				
BLK	50	50		52	45		70				
HSP	63	64		77	64		79				
MUL	60	65		67	70		60				
WHT	64	58	60	73	63	46	65				
FRL	59	54	60	67	61	40	65				

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 2015-16	C & C Accel 2015-16
SWD	22	32	31	36	46	52	26				

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 2015-16	C & C Accel 2015-16
BLK	40	33		56	50						
HSP	47	41		67	74						
MUL	56	48		71	76		47				
WHT	62	52	40	72	68	53	68				
FRL	51	47	39	65	65	48	59				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	61
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	429
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	53

<b>Black/African American Students</b>	
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Lowest Performance-

ELA - Lowest 25% (58% proficient)

Math - Lowest 25% (46% proficient)

Contributing factors-

\*Covid-19 during the last quarter of the previous school year

\*Lack of early identification of those students who need PMPs

\*Lack of early identification of those students who could benefit from specific interventions (Early Bird Club)

\*Delay (end of 1st Qtr) in student roster data sync with evidence based computer programs

\*Inability to schedule time for math intervention within the master schedule due to Florida Department of Education (FLDOE) twenty minute recess mandate

Observable Trends-

\*We are seeing a trend in our fourth grade classrooms in ELA (-8%) and Math (-7%) \* The classes with the highest concentration of students with disabilities (SWD) have overall performed lower than the other classes.

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

Greatest Decline Component-

Math - Learning Gains (-5%)

Math - Lowest 25% (-6%)

Contributing Factors -

\*Delay (end of 1st Qtr) in student roster data sync with evidence based computer programs

\*Inability to schedule time for math intervention within the master schedule due to Florida Department of Education (FLDOE) twenty minute recess mandate

\*Covid-19 during the last quarter of the previous school year

\*Lack of early identification of those students who need PMPs

\*Lack of early identification of those students who could benefit from specific interventions (Early Bird Club)

**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**

Greatest Gap Component when compared to state

Math - Lowest 25% (-5%)

Contributing Factors -

\*Covid-19 during the last quarter of the previous school year

\*Lack of early identification of those students who need PMPs

\*Lack of early identification of those students who could benefit from specific interventions (Early Bird Club)

\*Delay (end of 1st Qtr) in student roster data sync with evidence based computer programs

\*Inability to schedule time for math intervention within the master schedule due to Florida Department of Education (FLDOE) twenty minute recess mandate

### Observable Trends -

\*There are a lack of research or evidence based diagnostic assessment and interventions that targets individual learning needs.

\*2019-2020 was the first year of newly adopted math curriculum, there is a lack of assessment data that addresses the level of effectiveness of the new curriculum.

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

Most Improvement-

ELA - Lowest 25% (+16%)

New Actions for ELA -

\*Used RISE (Reading intervention for Students to Excel) framework with retained 3rd grade students and lowest performing 5th grade students.

\*Assigned an ELA Interventionist and two paraprofessionals in the intermediate grades to work with the most struggling students. This allowed the interventionist and Paras to serve a total of 74 students daily.

\*Assigned Reading Coach and two ESE certified teachers to use the RISE framework to serve a total of 14 3rd grade students.

\*The ELA Interventionist is Reading Endorsed and holds an ESE certification.

\*The ELA Interventionist supervised two paraprofessionals, one graduated from the Para to Teacher program at the University of West Florida.

\*All 5th grade classrooms have Independent Daily Reading kits and additional kits were purchased for all 4th grade classrooms.

\*Increased the number of classrooms using Making Meaning from one 5th grade classroom to a total of three 5th grade and two 4th grade classrooms.

\*Star 360 data meetings with embedded professional development. During Star 360 meeting, grade levels were given the opportunity to collaborate and plan using current data.

\*The Reading Coach provided PD on Rigor using Best Practice for the ELA block with 2nd grade teachers and any teacher of a retained student.

### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Areas of potential concern-

Attendance Rate concerns: Students with less than 90% attendance rate.

\*All students missing 4th quarter of in-person instruction from the 19-20 school year due to Covid-19 and potential impact of Covid-19 on attendance rates in the 20-21 school year.

\*Level 1's on Statewide Assessments from 18-19 school year and Level 1's predicted on Mid-Year Star assessments.

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

1. Students with Disabilities
2. Math Lowest 25%
3. Math Learning Gains
4. Attendance below 90%
5. Level 1's on Statewide Assessments

## **Part III: Planning for Improvement**

**Areas of Focus:**



**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Historically, our SWD population has struggled to make achievement and learning gains in ELA and math, even when receiving intervention in their deficit area. Students with disabilities typically need to work harder academically than their non-disabled peers to acquire the same learning gains. This area of focus was identified by reviewing the 2019 data for all of our subgroups. SWD ELA (28% proficient) and math (38% proficient) were our lowest subgroups.

**Measurable Outcome:** Based on 2019 data, ELA achievement of our SWD population increased from 31% proficiency to 48% proficiency. We want to continue to maintain or increase this proficiency among our SWD population. However, our math for the SWD population decreased from 53% to 44% proficiency. Based on this data, our goal for 2020-2021 school year is to increase the proficiency level from 44% to 50%.

**Person responsible for monitoring outcome:** Suzi Godwin (godwins@santarosa.k12.fl.us)

**Evidence-based Strategy:**

- \*SWD will use the ELA Ready Resource Book (grades 3-5 only) and the iReady online math and reading to supplement and support Tier I curriculum.
- \*A research-based reading curriculum, Making Meaning, will be implemented in 11 classrooms in grades 3-5. \*The pedagogy of Classroom’s Collaborative Literacy is informed by best practices and research based recommendations for reading and writing instruction.
- \*Teachers will receive PD from the Making Meaning program and from a school based teacher leader.
- \*PBIS/CHAMPS, a program to create an organized classroom by establishing goals and guidelines for success which will increase academic engagement time.
- \*Additional embedded PD will be delivered in the 360 meetings two times per year, or as needed.
- \*Academic support coaches will lead PD. SWD will be monitored by the MTSS team to ensure academic progress is made. When adequate progress is not made, small group instruction will be delivered to increase learning.

**Rationale for Evidence-based Strategy:** iReady and the Ready Resource book were chosen because they are backed by timely research conducted in diverse educational settings. This research meets the criteria for evidence based as defined by Every Student Succeeds Act (ESSA) (Reference-curriculumassociates.com) Making Meaning was chosen because of the evidence base surrounding this strategy. PBIS/CHAMPS was chosen because we are a PBIS school. This program aligns with our SOAR expectations and encompasses the positive school culture and environment. 19/20 school year, 20 teacher participated in the training and the goal is to have all staff trained by the end of 21/22 school year. We have seen a decrease in discipline referrals, therefore students are able to experience more academic engagement time.

**Action Steps to Implement**

1. Review and analyze data.
2. Create a watch/MTSS list of at risk students.
3. Meet with teachers on a regular basis to discuss student progress based on data.

4. Meet with each grade level to discuss data and student needs.
5. Implement strategy and monitor data.
6. Provide relevant professional development opportunities focusing on student and teacher needs.
7. Provide opportunity to collaborate and plan as a grade level.
8. Continue with the CHAMPS PLC.

**Person Responsible** Suzi Godwin (godwins@santarosa.k12.fl.us)

**#2. Other specifically relating to Math Lowest Quartile**

**Area of Focus Description and Rationale:**

Based on the 2019 Florida Standards Assessment (FSA) Math, the students in our lowest quartile demonstrated the greatest decline in learning gains from the 2018-19 school year. We identified this as a critical need area by reviewing school data from prior year to current year. This insight demonstrated that we were not meeting the needs of our lowest performing students.

Factors that contributed to this decline are as follows:

- \* Lack of early identification of those students who need Progress Monitoring Plans.
- \* Lack of early identification of those students who could benefit from specific interventions (Early Bird Club).
- \* Delay in student roster data sync with evidenced based computer programs.
- \* New FLDOE twenty minute recess mandate.
- \* No scheduled time in the master schedule for math intervention.

**Measureable Outcome:**

In 2018/2019, our students in the lowest quartile scored 46% proficiency on the FSA Math. Our goal for our lowest quartile students this year is to increase to 50%.

**Person responsible for monitoring outcome:**

Suzi Godwin (godwins@santarosa.k12.fl.us)

**Evidence-based Strategy:**

All students in the lowest quartile will have a license for the iReady online Math to supplement and support Tier I curriculum. Teachers will receive continued professional development in how to properly implement this strategy effectively (iReady online) based on current data. Students who continue to struggle will be added to MTSS list in an effort to closely monitor their progress. When adequate progress is not made, tiered interventions will be delivered to support area of concern. PBIS/CHAMPS, a program to create an organized classroom by establishing goals and guidelines for success which will increase academic engagement time.

**Rationale for Evidence-based Strategy:**

PBIS/CHAMPS was chosen because we are a PBIS school. This program aligns with our SOAR expectations and encompasses the positive school culture and environment. 19/20 school year, 20 teacher participated in the training and the goal is to have all staff trained by the end of 21/22 school year. We have seen a decrease in discipline referrals, therefore students are experiencing more academic engagement time. iReady was chosen because it is backed by timely research conducted in diverse educational settings. This research meets the criteria for evidence based as defined by ESSA (iReady.com).

**Action Steps to Implement**

1. Review and analyze data.
2. Create and monitor a watch list of at risk students.
3. Meet with each grade level to discuss data and student needs.
4. Implement strategy and monitor data.
5. Provide relevant professional development opportunities focusing on student and teacher needs.
6. Continue offering the CHAMPS PLC.

**Person Responsible** Suzi Godwin (godwins@santarosa.k12.fl.us)

**#3. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Based on the 2019 FSA Math, our students' learning gains declined by 5% (dropped from 69% to 64%). This area of focus was determined by reviewing our state assessment data.  
 Factors that contributed to this decline are as follows:  
 \* Lack of early identification of those students who need Progress Monitoring Plans (PMP)  
 \* Lack of early identification of those students who could benefit from specific interventions (Early Bird Club)  
 \* Delay in student roster data sync with evidence based computer programs  
 \* New FLDOE twenty minute recess mandate  
 \* No scheduled time in the master schedule for math intervention

**Measureable Outcome:** In 2019, 64% of our students made learning gains based on the FSA Math. Our goal is for 70% of our students to make learning gains on the 20/21 FSA Math.

**Person responsible for monitoring outcome:** Amelia McCurdy (mccurdy@santarosa.k12.fl.us)

**Evidence-based Strategy:** Struggling students will have a license for the iReady online Math to supplement and support Tier I curriculum. Teachers will receive continued professional development in how to properly implement this strategy effectively (iReady online) based on current data. Students who continue to struggle will be added to the MTSS list in an effort to closely monitor their progress. When adequate progress is not made, tiered interventions will be delivered to support area of concern. PBIS/CHAMPS, a program to create an organized classroom by establishing goals and guidelines for success which will increase academic engagement time.

**Rationale for Evidence-based Strategy:** PBIS/CHAMPS was chosen because we are a PBIS school. This program aligns with our SOAR expectations and encompasses the positive school culture and environment. 19/20 school year, 20 teacher participated in the training and the goal is to have all staff trained by the end of 21/22 school year. We have seen a decrease in discipline referrals, therefore students are experiencing more academic engagement time. iReady was chosen because it is backed by timely research conducted in diverse educational settings. This research meets the criteria for evidence based as defined by ESSA (iReady.com).

**Action Steps to Implement**

1. Review and analyze data.
2. Create a watch list of at risk students.
3. Meet with each grade level to discuss data and student needs.
4. Implement strategy and monitor data.
5. Provide relevant professional development opportunities focusing on student and teacher needs.
6. Continue to provide CHAMPS PLC.

**Person Responsible** Suzi Godwin (godwins@santarosa.k12.fl.us)

**#4. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Improved school attendance rates helps students improve their academic learning and their chances for graduating high school. Attendance improves when we engage students and parents in positive ways and when we provide mentoring for both the student and the family.

**Measurable Outcome:** Based on the 2018-19 school attendance data, 17% of our students (152/879), were at or below the 90% attendance rate. Our 19-20 school attendance data shows 9% of our students (69/736) were at or below the 90% rate. This decrease was impacted by COVID-19 attendance policies. Our goal for the 20-21 school year is to be at 17% or lower. We expect our attendance rate to be greatly impacted by COVID-19.

**Person responsible for monitoring outcome:** Sue Morren (morrens@santarosa.k12.fl.us)

**Evidence-based Strategy:** The Guidance Department monitors the daily attendance. "Letters of Warning" are sent to parents when the student reaches 5 absences and/or late check-ins and early check-outs. This notification letter is used to keep parents informed with the most recent attendance information. The guidance counselor conferences with parents in a positive manner to discuss the desired expectation. The MTSS team monitors students who are at risk of becoming truant. The school maintains a positive focus when addressing attendance. Administrators will go on home visits when appropriate. The school implements Positive Behavior Intervention Support (PBIS) incentives to encourage attendance.

**Rationale for Evidence-based Strategy:** Maintaining a positive school environment is most beneficial when addressing attendance. Teachers are the first point of contact when a student is absent from school. Our goal is to decrease the number of students who are being monitoring (below 90% attendance rate). Students are recognized for perfect attendance. The student must be in attendance 75% of the 6 hour school day (4.5 hours of the school day). PBIS/CHAMPS was chosen because we are a PBIS school. This program aligns with our SOAR expectations and encompasses the positive school culture and environment. 19/20 school year, 20 teacher participated in the training and the goal is to have all staff trained by the end of 21/22 school year.

**Action Steps to Implement**

1. Track data and identify trends.
2. Teachers collaborate with the guidance counselor to discuss concerns and problem solve.
3. The Guidance Department sends letters informing parents of the absenteeism data.
4. The Guidance Department completes Social Work Referrals.
5. The Guidance Department schedules conferences to discuss the school board policy as it pertains to truancy.
6. The Guidance Department schedules Truancy Plan conferences.
7. The Guidance Department provides incentives for truant students to improve their attendance.
8. The school will continue to offer the CHAMPS PLC

**Person Responsible** Sue Morren (morrens@santarosa.k12.fl.us)

**#5. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Based on the 2018-19 for all statewide assessments, we had 10% (62/596) level 1's on ELA and Math. Students who score level 1 on FSA assessments are not approaching mastery of the Florida academic standards for ELA/Math. Instruction for these students needs to be closely aligned to the Florida standards.

**Measureable Outcome:** Our goal for the 2020-21 school year is to decrease the number of level 1's on ELA and Math by 1% or more.

**Person responsible for monitoring outcome:** Suzi Godwin (godwins@santarosa.k12.fl.us)

**Evidence-based Strategy:** Dedicate time each day to teaching the FL State Standards and integrating small group instruction. Students will be monitored during the 360 meetings, MTSS meetings, and the MTSS 'bird watching' meetings. Tailored instruction will be implemented based on the individual needs of the students. Those students who do not make progress will be monitored through the MTSS process using the tiered interventions.

**Rationale for Evidence-based Strategy:** Small group instruction will allow teachers to provide specific, explicit instruction for those who are not mastering grade level standards. 360, MTSS, and "Bird-watching" meetings will allow collaboration among teachers and academic coaches. These meetings will provide time to share effective instructional strategies and compare data.

**Action Steps to Implement**

1. Review and analyze data.
2. Create a 'Bird Watching' list of at risk students.
3. Meet with each grade level to discuss data and student needs.
4. Implement strategy and monitor data.
5. Provide relevant professional development opportunities focusing on student and teacher needs.

**Person Responsible** Suzi Godwin (godwins@santarosa.k12.fl.us)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The school leadership team will continue to monitor student data in the area of ELA to ensure rigorous standards aligned instruction is taking place and our students continue to perform at a high level in ELA. We will use our "bird watching" list to gauge student progress and quickly catch those who may be falling behind. We will continue to implement CHAMPS PLC. CHAMPS is an evidence based program designed to support teachers with effective classroom management. It's purpose is to create an organized classroom, establish goals and guidelines for success, construct an effective classroom management and discipline plan, and develop consistent expectations. This program educates students about the behaviors and attitudes needed for success in the classroom.**



## 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 ensuring all stakeholders are involved.

The BRE Administration has an open door policy which encourages parents to visit the school to discuss any concerns they may have. The School Advisory Council (SAC) conducts meetings to review student data, hear recommendations from all stakeholders on strategies to improve noted areas of weakness, and professional development. The SAC engages with families who have a variety of challenges (socioeconomic, family structure, work schedules, etc.). Stakeholders receive important information about the school through the school website, school newsletters, classroom newsletters, and the automated phone call out system. Various activities are scheduled to build relationships with parents and families such as Meet the Teacher, Virtual Open House, FSA Parent Night, Literacy Night, Science-Technology-Engineering-Arts-Math (STEAM) Nights, etc. (Following CDC guidelines for such gatherings). Bennett Russell Elementary distributes the Santa Rosa District Schools' Family Guide which connects the parents/guardians to Santa Rosa's Public Schools. This guide provides a framework for building and strengthening partnerships among parents and teachers. Parents can monitor the expected academic accomplishments of each grade level for each subject. The guide provides guidance for parents who may be concerned about their child's individual learning needs and possible learning disability. The volunteer program helps build trusting relationships between the school and stakeholders. Research indicates students whose parents are engaged with their child's school, perform higher academically. The school embraces volunteers as "real" partners in the education to increase student achievement. (Due to CDC guidelines concerning COVID-19, parent volunteers can not be utilized at the start of the school year. Once those restrictions are lifted, BRE will be utilizing parent volunteers.) BRE volunteers not only provide support and assistance to our school, they reinforce the partnership we work so hard to develop. The greatest value that our parent volunteers add is that their involvement demonstrates interests in the educational process. Teachers' and staff's input are valued and respected. Surveys are provided to staff to allow their voice to be heard in decision making.

### **Parent Family and Engagement Plan (PFEP) Link**

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