

Santa Rosa County School District

Bennett C Russell Elementary School



2022-23 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

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	55%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (52%) 2020-21: (52%) 2018-19: B (61%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/13/2022.

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.

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 to become responsible individuals who are lifelong learners.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Godwin, Suzi	Principal	As principal, Ms. Godwin provides strategic direction for 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. She also serves as an integral member of our MTSS team.
Arrant, Sandra	Assistant Principal	As assistant principal, Ms. Arrant assists the principal in the following: manage and administer the standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff, and oversee facilities. She also serves as an integral member of our MTSS team.
Ledoux, Michele	Instructional Coach	As literacy coach, Ms. Ledoux manages, supervises and implements the early intervention reading program for our students who struggle in reading. She also provides professional development for our instructional staff and opportunities for families to support literacy learning at home. She assists in data analysis and serves on the MTSS team.
Senter, Jeni	Guidance Counselor	As guidance counselor, Ms. Senter serves as an integral part of our Multi Tiered System of Support (MTSS) team. She provides support for our students, families, and staff; acts as a liaison to the community; coordinates all assessments; provides training related to policies and procedures relating to all required assessments; and provides training on emotional/social needs of our student population.
Webb, Tina	Behavior Specialist	As the behavior coach, Ms. Webb manages and provides behavior interventions for students who struggle in behavior (Tier 2 and 3 supports). She serves on our Positive Behavior Intervention Support (PBIS) Committee, (Tier 1 support). She also provides professional development for our instructional staff. She serves as one of the MTSS team members.
Rackley, Stephanie	Psychologist	As school psychologist, Ms. Rackley serves as an integral part of our MTSS team. She provides knowledge and support for both teachers and parents.

Name	Position Title	Job Duties and Responsibilities
McCurdy, Amelia	Instructional Coach	As the math coach, Ms. McCurdy manages and provides math intervention for our students who struggle in math. She also provides professional development for our instructional staff and opportunities for families to support math learning at home. She assists in data analysis and serves on the MTSS team.

Demographic Information

Principal start date

Monday 7/1/2013, Suzette Godwin

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

810

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

18

Identify the number of instructional staff who joined the school during the 2022-23 school year.

17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	118	141	124	135	122	136	0	0	0	0	0	0	0	776
Attendance below 90 percent	12	36	21	25	17	21	0	0	0	0	0	0	0	132
One or more suspensions	0	2	1	2	1	3	0	0	0	0	0	0	0	9
Course failure in ELA	0	2	7	8	3	1	0	0	0	0	0	0	0	21
Course failure in Math	0	3	11	3	0	4	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	16	22	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	17	27	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	18	20	16	16	11	20	0	0	0	0	0	0	0	101
	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	

Using the table above, complete the table below with the number of students by current grade level who have 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	8	5	7	10	0	0	0	0	0	0	0	33

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	2	2	0	0	0	0	0	0	0	0	0	12
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

Tuesday 8/23/2022

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	138	124	131	136	135	122	0	0	0	0	0	0	0	786
Attendance below 90 percent	25	22	18	20	22	16	0	0	0	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	4	11	2	4	0	0	0	0	0	0	0	29
Course failure in Math	0	4	2	2	4	4	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	9	22	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	10	20	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	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	7	3	6	5	3	0	0	0	0	0	0	0	24

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	5	13	1	1	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	138	124	131	136	135	122	0	0	0	0	0	0	0	786
Attendance below 90 percent	25	22	18	20	22	16	0	0	0	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	4	11	2	4	0	0	0	0	0	0	0	29
Course failure in Math	0	4	2	2	4	4	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	9	22	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	10	20	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	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	7	3	6	5	3	0	0	0	0	0	0	0	24

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	5	13	1	1	0	0	0	0	0	0	0	0	0	20
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%			58%			63%	68%	57%
ELA Learning Gains	62%			61%			60%	64%	58%
ELA Lowest 25th Percentile	50%			54%			58%	56%	53%
Math Achievement	58%			54%			72%	72%	63%
Math Learning Gains	55%			45%			64%	67%	62%
Math Lowest 25th Percentile	42%			39%			46%	52%	51%
Science Achievement	39%			51%			66%	65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	71%	-7%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	58%	66%	-8%	58%	0%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	69%	-5%	56%	8%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	71%	3%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	66%	73%	-7%	64%	2%
Cohort Comparison		-74%				
05	2022					
	2019	70%	71%	-1%	60%	10%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	65%	0%	53%	12%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	52	42	35	40	21	15				
BLK	35	47		56	64						
HSP	52	50		55	35		45				
MUL	61	63	60	53	63	57	38				
WHT	62	65	51	59	55	42	39				
FRL	54	59	52	53	48	39	36				

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	31	38	31	36	24	17	25				
BLK	69			56							
HSP	65			75							
MUL	59			35							
WHT	56	60	57	54	41	29	51				
FRL	51	62	48	43	44	38	45				
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	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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
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	366
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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

English Language Learners	
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	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	56
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	53
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

Part III: Planning for Improvement

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?

When comparing FSA ELA scores from 20-21 to 21-22, in ELA achievement, there was +2% for all students, +2% SWD, -34% black, -13% Hispanic, +2% multiracial, +6% White, +3% FRL. For ELA learning gains, +1% for all students, +14% SWD, +5% White, -3% FRL. For ELA lowest 25%, -4% for all students, +11% SWD, -6% White, and +4% FRL. Over a three year period of time, ELA learning gains for all students and ELA achievement for the SWD subgroup has steadily increased; the lowest 25% learning gains of ELA students has steadily decreased.

When comparing FSA math scores, in math achievement, there was +4% all students, -1% SWD, +0% Black, -20% Hispanic, +18% multiracial, +5% White, +10% FRL. For math learning gains, +10% all students, +16% SWD, +14% White, +4% FRL. For math lowest 25%, +3% all students, +4% SWD, +13% White, and +1% FRL. Over a three year period of time, the math achievement for the SWD subgroup has steadily decreased.

When comparing FSA science scores in science achievement, there was -12% for all students, -10% SWD, -12% White, and -9% FRL. Over a three year period of time, science achievement for all students as well as SWD students has steadily decreased.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the comparison above, the greatest need in ELA is achievement levels for black and Hispanic students, learning gains for FRL students and learning gains of the lowest 25%. The greatest need in math is achievement levels for SWD, Black, and Hispanic. The greatest need in science is achievement levels for all students, SWD, White students and FRL.

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

Contributing factors include numerous students returning to brick and mortar from distant/homeschool learning. There were increases in student and staff absenteeism due to a surge in COVID. Substitutes were difficult to schedule leading to interruptions of classroom instruction. Although students made progress in the previous year, they had not fully closed the COVID learning gaps. A low number of qualified applicants were available for instructional openings & retention of instructional staff was a contributing factor. Due to the shortage of qualified instructional staff, BRE had to collapse (integrate students from other full-size classrooms) four classrooms. This created very large student-to-teacher ratios per classroom.

During the 21-22 school year, sub-group data, based on race was not available making it difficult to monitor subgroup data in for ELA and math. The science progress monitoring tool was new to the district and school. Correlations to FSA were unknown for science. During 22-23 school year, the state will be progress monitoring students in ELA and math through STAR and FAST. It is unknown at this time if subgroup data based on race will be available. The district is using Progress Learning, a new science monitoring tool this year. The availability of subgroup data and SSA correlation data is unknown at this time. To address this, we will be trained on the new assessment tools and reports that go with the assessment. Time will be set aside to analyze the data after each progress monitoring assessment and changes made base on the data.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the comparison above, the greatest areas of improvement in ELA were learning gains for SWD and learning gains of the lowest 25% for SWDs. In the past SWDs have traditionally been an area of weakness. The greatest area of improvement in math was achievement levels for multiracial and FRL; learning gains for all students, SWD and white; and learning gains of the lowest 25% for white students.

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

The contributing factors for the above improvement were providing an increased number of Tier 3 interventions using the ESSER interventionists, adopting a new ELA curriculum with rigorous assessments, providing before school intervention for FSA level 1 and 2 students in math, offering Family Learning Nights in literacy and math, setting aside planning time for data meetings with teachers (4 times) and offering BEST standards Professional Development throughout the school year.

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

The strategies we will implement in order to accelerate learning will be to continue to provide Tier 3 interventions using the ESSER interventionists, continue to offer Family Learning Nights in literacy, math and add science, continue to set aside planning time for data meetings with teachers (2-3 times/per year), continue to offer CHAMPS PLC for classroom management and organization, provide opportunities for collaborative planning and peer observations, offer BEST math standards PD throughout the school year, and implement the new math curriculum with rigorous assessments. Based on Progress Learning data (science progress monitoring tool), STEAM Innovate Teachers will create lessons for all grade levels that will target areas of weakness. There will be an increased emphasis on science vocabulary school wide. In addition, the new Marzano observation tool will serve to provide teachers with greater feedback on instructional practices and student engagement.

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.

ESSER interventionists will receive PD throughout the year, based on need. During data meetings, teachers will be trained on reading the reports from the new progress monitoring tools, analyzing the data and collaborating in the planning of effective instruction based on needs identified in the data. BRE will continue to offer the CHAMPS PLC for instructional staff. In addition, BRE will offer "Marzano Essentials for Achieving Rigor Series" book study and PLC. BRE will participate (K-5) in the HMH pilot program with the assistance of the HMH coach. The district is offering BEST standards and new math curriculum training through Canvas (self-paced, virtual PD). With the many new teachers at BRE this school year, BRE will be offering a mentoring program for these teachers to help them navigate the demands of our unique student population.

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

BRE has on staff 19 reading endorsed teachers and 23 dual certified teachers. BRE will be implementing the newly adopted math curriculum that aligns with the BEST standards and provides rigorous assessments.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Historically our students with disabilities (SWD) population has performed lower than our general education; however, we saw a positive increase in SWD's learning gains and SWD's in our lowest 25% in ELA and learning gains in math. We want to continue to see growth for our SWD in our lowest 25% in math and increase achievement levels in science. Even with the growth that is occurring with this subgroup, the SWD Federal Index rate of 34% failed to meet the required 41% Federal Index rate.

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

Three year trend data for SWD population indicates this subgroup struggles consistently in ELA, Math, and Science (5th grade). Our SWD data for 21- 22 school year is as follows: ELA (33%), Math (35%). By providing extended day learning for our students with disabilities, we expect to increase reading and math by 10%.

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

The leadership team will track universal progress monitoring data such as STAR Reading/Math, FAST Reading/Math, as well as collaborate with classroom teachers on student progress and daily classroom activities. The MTSS team will meet to discuss the progress of our students with disabilities who have PMPs. Interventions will be in place and their data points will be tracked for progress. Regularly scheduled meetings with the ESE teachers (inclusion teachers, CBSA, Social Thinking) will be held to discuss the progress of their students. Modifications to the interventions will be made as needed.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Our evidence-based strategy is to provide an extended school day for students with disabilities. BRE will provide additional educational opportunities (ELA and Math) for our SWD to help close the achievement gap.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific

Research says to become readers, students need to read a lot. Levels should be appropriate for the reading task. Students need to read a wide range of non fiction and literary texts readworks.org/our-solutions. According to the article What Does Research Say About Tutoring's Impact on Learning Loss?, the best outcomes of student gains comes from small groups and one on one tutoring (<https://eurekii.com>).

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will identify SWD students who qualify for extended day tutoring.

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

The intervention team will meet during their common planning time to monitor data of SWD. Interventions and strategies will be adjusted as needed for these struggling students.

Person Responsible Michele Ledoux (ledouxm@santarosa.k12.fl.us)

The MTSS/Leadership Team will meet with the teachers (classroom and tutoring) of the SWD students to discuss their data. Necessary changes to the instruction and interventions will be made as needed.

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

BRE will provide transportation for the students. This will encourage participation in the tutoring program.

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

We will utilize supplemental resources to address the academic needs of students.

Person Responsible [no one identified]

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on school demographic data and the number of teachers with less than five years teaching experience (21/68, 31%), another area of focus will be strengthening Tier 1 instruction in all content areas across all grade levels.

Measurable Outcome:

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

By participating in professional development focusing on HMH Coaching Studio App, the teachers will increase their instructional practice, which in turn will increase Tier 1 instruction in all content areas. As a result, our tier 1 instruction will strengthen, and student proficiency will increase in the areas of reading and math by 4%.

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

*I-Observation Teacher Observations-Through walkthroughs, administration will identify weaknesses in Tier 1 instruction. Feedback will be provided based on observations.

*Lesson Planning-Teachers will submit lesson plans and administration will monitor to ensure standards-based instruction is being delivered for all content areas.

*Mentoring Program (TIP Program, Alt Cert Program and School-Based Program) --These programs will provide feedback to teachers from mentors on best instructional practices.

*Peer Observations-Peers will provide valuable feedback to teacher on best practices & ways in which to ensure subject area standards are included in curriculum delivery.

*District Facilitated HMH Pilot Reading Program-Instructional practices will be learned to assist teachers in strengthening Tier 1 instruction in all content areas.

*Marzano Essentials for Achieving Rigor series, PLC-Participating in professional development, teachers will increase rigor and improve instructional practice.

*PM1, PM2 and PM3 Collaboration Professional Development-Teachers will analyze individual, class and school-wide data, collaborate & plan standard-based instruction.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

We will strengthen core instruction (Tier 1) by participating in the HMH Coaching Studio (1-5) using a HMH coach for a six-month period. One teacher on each grade level (grades 1-5) will work with the HMH coach and then facilitate learning with grade level peers. Trained teachers will facilitate learning with new teaching staff to strengthen tier 1 literacy skills using the HMH curriculum.

Rationale for Evidence-based Strategy:

According to research, core instruction is lacking in providing students with rigorous, engaging learning opportunities they need to become successful 21st-century learners. This instruction "perpetuates systemic inequity and worsens

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

achievement gaps". (Learning Sciences International, 2021, February 16, Strong Core Instruction: What it is and How it Can Address Inequity and Achievement Gaps, <https://www.learningsciences.com/blog/core-instruction-improve/>) In the article, Strong Core Instruction: What it is and How it Can Address Inequity and Achievement Gaps (2021) helps support our rationale for selecting this strategy. (<https://www.learningsciences.com/blog/core-instruction-improve/>).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will identify any areas of concern regarding Tier 1 instruction while completing walkthroughs using the Marzano Evaluation Tool (weaknesses in instruction and lesson planning). Feedback will be provided to increase instructional practice and rigor.

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

Administration will provide opportunities for teachers to analyze and reflect on current data, to collaborate and plan instruction based on student needs.

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

Administration will identify teacher and classroom needs based on Progress Monitoring (PM1, PM2, and PM3).

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

Administration will communicate regularly with bookstudy facilitators to offer instructional strategies to help meet the needs of our instructional staff.

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

We will utilize supplemental resources to address the academic needs of students.

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

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The rationale for identifying science as a critical need area was the significant drop in 5th grade science performance from 51% proficiency in 20-21 to 39% proficiency in 21-22 state wide assessments.

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

Our three year data at BRE is as follows: 2019 (66%), 2021 (51%), 2022 (39%). By increasing focus on science content area vocabulary and concepts school-wide, we will improve our SSA Science proficiency level to at least 54%.

Science progress will be monitored using the new progress monitoring tool, Progress Learning. This progress monitoring tool will be administered two times per year and data will be reviewed by teachers and administration.

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

Fifth grade teachers will create Progress Learning common assessments to administer throughout the year.

Progress Learning lessons will be monitored by admin through electronic Planbook.

Science instruction will be observed during informal/formal observations to determine standards based instruction.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The subject of Science involves non-fiction reading comprehension. By providing regular exposure to rich science content area vocabulary, reading comprehension will increase and will have a direct effect on increasing science achievement scores.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to the National Reading Panel (NICHD, 2000) content-area vocabulary helps students unlock important ideas in classroom instruction and textbook reading, and are specific to each discipline they need to be explicitly taught.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Increase the frequency of exposure to targeted vocabulary: word walls in main hallway. Teachers will reinforce these vocabulary words throughout their lessons.

Person Responsible

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

Teachers will deliver vocabulary specific lessons including explicit instruction of words and their meanings within the classroom, language engagement through dialogue and/or questioning strategies during read-aloud books, and independent reading experiences.

Person Responsible

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

All teachers (grades kg-5) will be provided the district created "Elementary Science Standards Map" to ensure planning for standards based instruction.

Person Responsible

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

We will utilize supplemental resources to address the academic needs of students.

Person Responsible

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The Bennett Russell Elementary administration has an open-door policy which encourages parents to visit the school to discuss any concerns that they may have. The School Advisory Counsel (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 the families who have a variety of challenges (socio/economic, family structure, work schedules, etc.). Stakeholders receive important information about the school through the 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, Open House, Literacy Night, Science-Technology-Engineering-Arts-Math (STEAM nights), Family Learning Nights for Language Arts, Math and Science, Family Shopping Night at the Book Fair, etc. Bennett Russell Elementary distributes the Santa Rosa District schools family guide which connects the parents/guardians to Santa Rosa Public Schools. This guide provides a framework for building and strengthening partnerships among parents and schools. 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 education to increase student achievement. BRE volunteers not only provide support and assistance to the school, they reinforce the partnership that has been developed. The greatest value that parent volunteers add is that their involvement demonstrates interest in the educational process. The input from the staff is valued and respected. Surveys are provided to staff to allow their voice to be heard in decision making. BRE also is a school-wide Positive Behavioral Interventions and Supports (PBIS) school with shared goals and behavior expectations. These expectations are posted throughout the hallways, classrooms, and other common areas. Teachers and staff strive to use positive interactions and reinforcements to elicit desired behavior from students. Parents are surveyed annually to measure their level of satisfaction with school decisions.

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

School Board and District Staff ensure high-quality educational learning materials for students and teachers and ensure comfortable terms of work for all employees.

Administration create meaningful parent involvement activities; celebrate personal achievement and good

behavior for both teachers and students; establish school norms that build values; set consistent positive discipline expectations; model expected behaviors; engage students and teachers in meaningful activities; create rituals and traditions that are fun for students and teachers; encourage innovation in the classroom; provide high-quality professional development opportunities for staff; and maintain the physical environment of the school; keep staff focused on the school's vision and mission.

School Staff build positive relationships with students and families; model positive, healthy behaviors for the students; provide a safe learning environment in which students can thrive academically; collaborate with each other to problem solve and strengthen their professional practice; and participate in ongoing, high-quality professional development.

Students adhere to the SOAR (Show kindness and respect, Only do your best, Attendance is important, Responsibility is the rest.) expectations set forth through the Positive Behavior Intervention Support initiative; display positive behavior; engage and take responsibility for their learning; and build relationships and interact in a positive way with peers and staff.

Parents support their child's education through communication with the teachers and participation in family engagement events; support their child's learning and development through homework support, social interactions, additional learning opportunities, and promotion of healthy lifestyles; and promote educational advancement.

Community Members support the school through volunteering, financial support, and donations of needed supplies. Community resources also help provide meals during weekends and school breaks for students.