

Santa Rosa County School District

# Bennett C Russell Elementary School



## 2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>19</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Bennett C Russell Elementary School

3740 EXCALIBUR WAY, Milton, FL 32583

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

## Demographics

**Principal: Daniel Baxley**

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)	61%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (61%) 2017-18: B (59%) 2016-17: B (57%) 2015-16: B (60%) 2014-15: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* 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 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.

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
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## Bennett C Russell Elementary School

3740 EXCALIBUR WAY, Milton, FL 32583

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### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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### 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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Godwin, Suzi	Principal	Provide strategic direction for the Bennett C. Russell Elementary. 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.
Arrant, Sandra	Assistant Principal	Assist 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.
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.
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.
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.

### 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	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	0	18
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

**FTE units allocated to school (total number of teacher units)**

71

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

Tuesday 8/27/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

**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	
Attendance below 90 percent	26	33	20	24	24	25	0	0	0	0	0	0	0	152
One or more suspensions	4	4	1	0	4	6	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	9	14	15	15	9	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	38	41	64	0	0	0	0	0	0	0	143

**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	6	6	18	17	21	0	0	0	0	0	0	0	68

## 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%	65%	68%	55%
ELA Learning Gains	60%	64%	58%	53%	60%	57%
ELA Lowest 25th Percentile	58%	56%	53%	49%	51%	52%
Math Achievement	72%	72%	63%	69%	73%	61%
Math Learning Gains	64%	67%	62%	58%	59%	61%
Math Lowest 25th Percentile	46%	52%	51%	44%	47%	51%
Science Achievement	66%	65%	53%	63%	61%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	124 (0)	124 (0)	151 (0)	145 (0)	134 (0)	124 (0)	802 (0)
Attendance below 90 percent	2 ( )	2 ( )	2 ( )	3 ( )	3 ( )	2 ( )	14 (0)
One or more suspensions	0 ( )	1 (0)	1 (0)	0 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ( )	8 (0)	3 (0)	19 (0)	14 (0)	14 (0)	58 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	11 (0)	26 (0)	37 (0)	74 (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.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%				
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 2017-18	C & C Accel 2017-18
SWD	28	47	48	38	42	44	33				

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
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 2016-17	C & C Accel 2016-17
SWD	22	32	31	36	46	52	26				
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				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	40	38	34	48	37	23				
BLK	52	62		48	46						
HSP	64	61		82	72		91				
MUL	53	45		63	55						
WHT	67	52	50	70	59	48	61				
FRL	57	49	50	61	53	42	51				

### 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%	
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%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
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%	

## 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.**

English Language Arts - Lowest 25% (58%)

Math - Lowest 25% (46%)

Contributing Factors:

- \* 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 Florida Department of Education (FLDOE) twenty minute recess mandate.
- \* No scheduled time in the master schedule for math intervention.
- \* An experienced teacher in the Exceptional Student Education (ESE)/Inclusion classroom going on extended medical leave (October 2018) for the remainder of the school year.
- \* An experienced teacher resigning in mid-year (January 2018) and a new beginning teacher placed in the same class.

Observable Trend:

We are seeing a trend in our fourth grade classrooms in English Language Arts (-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.**

Math - Learning Gains (-5%)

Math - Lowest 25% (-6%)

Contributing Factors:

- \* 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 evidenced based computer programs.
- \* New FLDOE twenty minute recess mandate.
- \* No scheduled time in the master schedule for math intervention.

**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.**

Math - Lowest 25% (-5% when compared to the state average)

Contributing Factors:

- \* 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.

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

English Language Arts - Lowest 25% (+16%)

New Actions for English Language Arts:

- \* Assigned an English Language Arts Interventionist in the intermediate grades to work with the most struggling students. This allowed the interventionist to serve a total of 35 students daily.
- \* Two paraprofessionals served a total of 25 students daily (under the supervision of the interventionist).
- \* The English/Language Arts (ELA) Interventionist is Reading Endorsed and holds an ESE certification.
- \* The ELA Interventionist supervised two paraprofessionals, one participated in the "Para to Teacher" program at the University of West Florida (UWF).
- \* Introduction of Making Meaning in one fifth grade classroom.
- \* All fifth grade teachers participated in a year long Making Meaning Professional Learning Community (PLC) with the Reading Coach.
- \* Purchase of Independent Daily Reading (IDR) Libraries in each of the fifth grade classrooms.
- \* STAR 360 data meetings with embedded professional development (PD). Teachers were given the opportunity to collaborate and plan.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Areas of Potential Concern:

- \* Attendance Rate below 90%
- \* Level 1's (143) on Statewide Assessments.

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

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

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

<b>Title</b>	Students with Disabilities (SWD) English Language Arts and Math
<b>Rationale</b>	Our school serves 171 students who are identified as Students with Disabilities. Many of the students with disabilities are struggling to make achievement and learning gains in ELA and Math.
<b>State the measurable outcome the school plans to achieve</b>	Based on last year's 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 52% to 44%. Based on this data, our goal for 2019-20 school year is to increase the learning gains (LG) of our SWD to 50% proficiency.
<b>Person responsible for monitoring outcome</b>	Suzi Godwin (godwins@santarosa.k12.fl.us)
<b>Evidence-based Strategy</b>	Students With Disabilities (SWD) will use the ELA Ready Resource Book (grades 3-5 only) and 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 (Ready resource and iReady online) based on current data. The embedded PD will be delivered in the 360 meetings two times per year. These same students will be monitored by the Multi-Tiered Systems of Support (MTSS) team to ensure academic progress is made. When adequate progress is not made, small group instruction will be delivered to increase learning. The Conversation-Help-Activity-Movement-Participation-Success (CHAMPS) program will be implemented to create a safe and orderly learning environment for students and educators.
<b>Rationale for Evidence-based Strategy</b>	CHAMPS was chosen in order to provide a safe orderly learning environment for students and educators. 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).
<b>Action Step</b>	1. Review and analyze data. 2. Create a watch list of at risk students. 3. Distribute watch list to teachers.
<b>Description</b>	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.
<b>Person Responsible</b>	Suzi Godwin (godwins@santarosa.k12.fl.us)



#2	
<b>Title</b>	<p>Math Lowest Quartile</p> <p>Based on the 2018-19 Florida Standards Assessment (FSA) Math, the students in our lowest quartile demonstrated the greatest decline from the 2017-18 school year.</p> <p>Factors that contributed to this decline are as follows:</p>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>* Lack of early identification of those students who need Progress Monitoring Plans.</li> <li>* Lack of early identification of those students who could benefit from specific interventions (Early Bird Club).</li> <li>* Delay in student roster data sync with evidenced based computer programs.</li> <li>* New FLDOE twenty minute recess mandate.</li> <li>* No scheduled time in the master schedule for math intervention.</li> </ul>
<b>State the measurable outcome the school plans to achieve</b>	<p>Last year 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%.</p>
<b>Person responsible for monitoring outcome</b>	<p>Suzi Godwin (godwins@santarosa.k12.fl.us)</p>
<b>Evidence-based Strategy</b>	<p>All 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 a "watch list" (Bird Watching List) in an effort to closely monitor their progress. When adequate progress is not made, small group instruction will be delivered to increase learning. In order to provide the most "Academic Engagement Time", the CHAMPS behavior management program will be implemented.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>CHAMPS was chosen to increase Academic Engagement Time by providing a safe orderly learning environment for students and educators. 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).</p>
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review and analyze data.</li> <li>2. Create a watch list of at risk students.</li> <li>3. Meet with each grade level to discuss data and student needs.</li> <li>4. Implement strategy and monitor data.</li> <li>5. Provide relevant professional development opportunities focusing on student and teacher needs.</li> </ol>
<b>Person Responsible</b>	<p>Suzi Godwin (godwins@santarosa.k12.fl.us)</p>



#3	
<b>Title</b>	<p>Math Learning Gains</p> <p>Based on the 2018-19 FSA Math, our students' learning gains declined by 5% (dropped from 69% to 64%).</p> <p>Factors that contributed to this decline are as follows:</p>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>* Lack of early identification of those students who need Progress Monitoring Plans (PMP)</li> <li>* Lack of early identification of those students who could benefit from specific interventions (Early Bird Club)</li> <li>* Delay in student roster data sync with evidenced based computer programs</li> <li>* New FLDOE twenty minute recess mandate</li> <li>* No scheduled time in the master schedule for math intervention</li> </ul>
<b>State the measurable outcome the school plans to achieve</b>	<p>Last year 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 2019-20 FSA Math.</p>
<b>Person responsible for monitoring outcome</b>	<p>Suzi Godwin (godwins@santarosa.k12.fl.us)</p>
<b>Evidence-based Strategy</b>	<p>All 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 a "watch list" (Bird Watching List) in an effort to closely monitor their progress. When adequate progress is not made, small group instruction will be delivered to increase learning. In order to provide the most "Academic Engagement Time", the CHAMPS behavior management program will be implemented.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>CHAMPS was chosen to increase Academic Engagement Time by providing a safe orderly learning environment for students and educators. 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).</p>
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review and analyze data.</li> <li>2. Create a watch list of at risk students.</li> <li>3. Meet with each grade level to discuss data and student needs.</li> <li>4. Implement strategy and monitor data.</li> <li>5. Provide relevant professional development opportunities focusing on student and teacher needs.</li> </ol>
<b>Person Responsible</b>	<p>Suzi Godwin (godwins@santarosa.k12.fl.us)</p>

#4	
<b>Title</b>	Attendance Below 90%
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	Based on the 2018-19 school attendance data, 17% of our students (152/879), were at or below the 90% attendance rate. Our goal is to decrease this percentage to 16% for the 2019-20 school year.
<b>Person responsible for monitoring outcome</b>	Jeni Senter (senterj@santarosa.k12.fl.us)
<b>Evidence-based Strategy</b>	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.
<b>Rationale for Evidence-based Strategy</b>	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).
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Track data and identify trends.</li> <li>2. Teachers collaborate with the guidance counselor to discuss concerns and problem solve.</li> <li>3. The guidance department sends letters informing parents of the absenteeism data.</li> <li>4. The guidance department completes Social Work Referrals.</li> <li>5. The guidance department schedules conferences to discuss the school board policy as it pertains to truancy.</li> <li>6. The guidance department schedules Truancy Plan Conferences.</li> <li>7. The guidance department provides incentives for truant students to improve their attendance.</li> </ol>
<b>Person Responsible</b>	Jeni Senter (senterj@santarosa.k12.fl.us)

<b>#5</b>	
<b>Title</b>	Level 1's on Statewide Assessment
<b>Rationale</b>	Based on the 2018-19 for all statewide assessments, we had 15% (143/948) level 1's on ELA, Math, or Science.
<b>State the measurable outcome the school plans to achieve</b>	Our goal for the 2019-20 school year is to decrease the number of level 1's on ELA, Math or Science from 15% to 14% (130/948).
<b>Person responsible for monitoring outcome</b>	Suzi Godwin (godwins@santarosa.k12.fl.us)
<b>Evidence-based Strategy</b>	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.
<b>Rationale for Evidence-based Strategy</b>	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 provide time to share effective instructional strategies and compare data.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review and analyze data.</li> <li>2. Create a watch list of at risk students.</li> <li>3. Meet with each grade level to discuss data and student needs.</li> <li>4. Implement strategy and monitor data.</li> <li>5. Provide relevant professional development opportunities focusing on student and teacher needs.</li> </ol>
<b>Person Responsible</b>	Suzi Godwin (godwins@santarosa.k12.fl.us)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

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, Open House, FSA Parent Night, Literacy Night, Science-Technology-Engineering-Arts-Math (STEAM) Nights, etc.

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 a 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. 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 educational process.

**PFEP Link**

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

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

Bennett Russell Elementary is a PBIS school (GOLD status). We provide opportunities for students to be recognized for good behavior throughout the school, cafeteria, and the buses. At the beginning of the school year, the Behavior Coach reviews data and opens Progress Monitoring Plans for students who need help adjusting to the school day. Teachers help the students set positive goals and track data in the Progress Monitoring Plan. The MTSS Team (Multi Tiered Systems of Support) meets regularly to discuss the progress of these students, alter/update interventions, and/or when successful, close the PMP. Parents are invited to attend the meetings. BRE implements the Florida's System of School Based Mental Health Services (three tiered approach).

The BRE Guidance department strives to provide a quality educational program for every child, endeavoring to meet academic, physical, emotional, and social needs in a professional manner. Our counseling staff is a vital part of our total program. The RISE (Resiliency Increasing Skills and Education) Program is available for K-5 students who are facing multiple risk factors, including school behavior and academic problems, family problems at home, and personal/social problems. Counseling is provided by a CDAC counselor utilizing the Botvin Life Skills Training and S. S. Grin curriculum.

A Military CYB-MFLC, Child and Youth Behavioral Military and Family Life Counselor. This service is of no cost to our military families. They are available for short-term, non-medical counseling support which is private and confidential.

The IMPACT Club (Avalon Middle School students) participates in a mentoring program with our kindergarten students. They spend time with students who are struggling in one or more subjects. This is a weekly program in which our students have grown to enjoy!

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

Russell Elementary has five ESE Pre-K classes on our campus. We hold transition meetings for those students who remain at our school as they enter kindergarten. Parents, teachers and district program facilitators are invited to attend these transition meetings. Input is given by everyone to ensure the best placement is made for the kindergarten year.

Articulation meetings are held at the receiving middle schools of our exiting fifth grade students to discuss the needs of our students who struggle in the areas of attendance, academics and behaviors. Such discussions allow both schools to understand the history of students, to know which interventions have worked or may not have worked and to develop an understanding of what students may need in a new school environment. The articulation meeting is not designed to pre-judge students but to have supports in place early-on in order that students have the opportunity to be successful.

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

The Bennett Russell Elementary Administration allocates money to cover expenses for professional development, academic instructional needs, technology, parent involvement activities and related services, instructional media services, instructional technology computer software programs. Student achievement data is used to target the area(s) of weakness and funds are used to directly impact the identified area of focus. At the end of each school year, stakeholder feedback is reviewed to determine additional instructional needs. Budgets are then determined based on this data.

Budget planning begins about two or three months before the new school year for all funding allocations; state, local and federal funding. Inventories of services, equipment and materials are maintained with all purchasing documents and financial records. Specific locations of equipment over \$1,000.00 are maintained within the district property control system, all other purchases are maintained at the school level in administration.

Meetings and professional development are ongoing throughout the year for faculty and staff to ensure services, equipment are adequate and appropriate. Materials are being utilized for the highest level of student impact; routine and ongoing teacher and staff input is solicited.

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

Our school sets high expectations for all students to help them be successful now and in the future. We create an environment where students become lifelong learners, critical thinkers, and problem solvers. We utilize business partners to help promote future career opportunities and awareness.