

Santa Rosa County School District

W. H. Rhodes Elementary School



2019-20 Schoolwide Improvement Plan

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W. H. Rhodes Elementary School

5563 BYROM ST, Milton, FL 32570

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

Demographics

Principal: Kacie Reaves

Start Date for this Principal: 2/2/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2018-19 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	2018-19: B (56%) 2017-18: C (53%) 2016-17: B (55%) 2015-16: C (48%) 2014-15: C (51%)
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 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.

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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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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Meeting the needs of each individual student by working together with families and the community.

Provide the school's vision statement.

To help children develop the learning skills necessary for continual improvement as responsible, productive members of the community.

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
Barlow, Michele	Principal	<ul style="list-style-type: none"> *Manage and administer the overall activities of assessing and developing the instructional program at the school. *Develop and maintain positive school/community relations and act as liaison between the two. *Is proactive in decisions relating to the school and community well-being.
Reaves, Kacie	Assistant Principal	<ul style="list-style-type: none"> *Assists the Principal in planning and implementing the school improvement program. *Schedules and plans in-service programs and prepare required reports.
Lowe, Kelli	School Counselor	<ul style="list-style-type: none"> *Provides appropriate consultation and staff development to school personnel as needed. *Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students. *Assists with referrals to other service providers and outside agencies.
Stone, Denise	Instructional Media	<ul style="list-style-type: none"> *Organizes and implements and open concept media program which fully supports the educational goals and objectives of the school. *Supports curriculum through cooperative planning and consultation with faculty and administration. *Teaches lessons with specific objectives defined by and in cooperation of individual teachers.
Hancock, Heidi	Instructional Coach	<ul style="list-style-type: none"> *Responsible for planning, coordinating, and implementing professional development in the areas of literacy based on formal and informal assessment data. *Works with school's leadership team, data team, and literacy leadership team to determine the school's strengths and need for improvement in the area of literacy.
Worthington, Kristi	Teacher, ESE	<p>Intervention Teacher</p> <ul style="list-style-type: none"> *Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and or Individual student plans. * Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes. *Collaborates with other professional and support personnel in the delivery of multi-system support for teachers and students.
Blackwell, Amy	Teacher, ESE	<p>Academic Intervention Specialist</p> <ul style="list-style-type: none"> *Provides information training, and support for families and educators.

Name	Title	Job Duties and Responsibilities
		<p>*Promotes family involvement in education through partners between schools, parents, other organizations, agencies, parent centers, and community based-family partners.</p> <p>*Collaborates with other professional reading and support personnel in the delivery of multi-system support for teachers and students.</p>
Langham, Alanna	Teacher, K-12	<ul style="list-style-type: none"> • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program, addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established. curriculum and/or individual student plans.
Larson, Cindy	Teacher, K-12	<p>Academic Intervention Specialist</p> <p>*Provides information training, and support for families and educators.</p> <p>*Promotes family involvement in education through partners between schools, parents, other organizations, agencies, parent centers, and community based-family partners.</p> <p>*Collaborates with other professional reading and support personnel in the delivery of multi-system support for teachers and students.</p>

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	147	152	156	152	123	137	0	0	0	0	0	0	0	867
Attendance below 90 percent	6	7	5	6	4	7	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	13	8	6	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

75

Date this data was collected or last updated

Wednesday 8/28/2019

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	17	36	40	28	25	18	0	0	0	0	0	0	0	164
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	3	19	24	17	12	0	0	0	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	6	14	34	0	0	0	0	0	0	0	54

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	9	17	14	15	0	0	0	0	0	0	0	57

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	55%	68%	57%	55%	68%	55%
ELA Learning Gains	56%	64%	58%	60%	60%	57%
ELA Lowest 25th Percentile	52%	56%	53%	48%	51%	52%
Math Achievement	62%	72%	63%	65%	73%	61%
Math Learning Gains	66%	67%	62%	60%	59%	61%
Math Lowest 25th Percentile	48%	52%	51%	49%	47%	51%
Science Achievement	51%	65%	53%	46%	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	147 (0)	152 (0)	156 (0)	152 (0)	123 (0)	137 (0)	867 (0)
Attendance below 90 percent	6 ()	7 ()	5 ()	6 ()	4 ()	7 ()	35 (0)
One or more suspensions	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
Course failure in ELA or Math	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
Level 1 on statewide assessment	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.

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	63%	71%	-8%	58%	5%
	2018	53%	66%	-13%	57%	-4%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	41%	66%	-25%	58%	-17%
	2018	40%	66%	-26%	56%	-16%
Same Grade Comparison		1%				
Cohort Comparison		-12%				
05	2019	57%	69%	-12%	56%	1%
	2018	61%	64%	-3%	55%	6%
Same Grade Comparison		-4%				
Cohort Comparison		17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	71%	-13%	62%	-4%
	2018	60%	73%	-13%	62%	-2%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	61%	73%	-12%	64%	-3%
	2018	51%	74%	-23%	62%	-11%
Same Grade Comparison		10%				
Cohort Comparison		1%				
05	2019	63%	71%	-8%	60%	3%
	2018	68%	70%	-2%	61%	7%
Same Grade Comparison		-5%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	65%	-18%	53%	-6%
	2018	62%	66%	-4%	55%	7%
Same Grade Comparison		-15%				
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	29	49	55	40	41	36	22				
BLK	36	40		42	48	29	11				
HSP	50	60		73	67						
MUL	47	65	75	57	58	60	47				
WHT	60	56	47	67	70	53	59				
FRL	52	58	54	57	64	49	43				
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	20	34	34	38	41	39	21				
BLK	34	49	42	53	47	23	37				
HSP	67	50		62	50						
MUL	50	53	54	65	65	45	60				
WHT	57	49	33	62	60	50	68				
FRL	48	48	42	58	57	44	58				

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	16	46	47	35	40	39	4				
BLK	28	48	45	47	43	33	11				
HSP	80	82		65	73						
MUL	51	48		66	71	60	55				
WHT	60	65	47	70	62	54	51				
FRL	50	56	48	61	56	45	41				

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
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	58
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	59
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	54
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.

The area that performed the lowest was the Lowest 25% in Math, which was 48% proficiency. A majority of the students in our lowest 25% are SWDs. Even though the lowest 25% showed the lowest performance, our overall Math achievement is historically higher than ELA. Our interventions, which include after school tutoring, and an intervention block, predominantly focus on increasing ELA proficiency.

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

Science showed the greatest decline from the prior year with a difference of 12%. The Science scores fell from 63% in 2018 to 51% in 2019. Several factors contributed to the decline such as 3 out of 6 teachers on the grade level were new to the school. In addition, 2019 was year one of a new science curriculum. Also, the 2019 FCAT Science test was new.

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.

The area with the greatest gap when compared to the state average was the Lowest 25% in Math. Rhodes had 48% proficiency, and the state average was 51%. A majority of the students in our lowest 25% are SWDs. Our interventions, which include after school tutoring, and an intervention block, predominantly focus on increasing ELA proficiency. In 2018, the greatest gap was ELA Lowest 25%. Rhodes had 40% proficiency, and the state average was 48%. The data component that had the greatest gap when compared to the district average was ELA proficiency. The school average for the 2018-2019 school year was 55%, and the district average was 68%.

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

The data component that showed the most improvement was ELA lowest 25%. The lowest 25% in 2018 was 40%, and the lowest 25% in 2019 was 52%, with an increase of 12%. We offered two nine week sessions of after school tutoring focusing on Reading. The school wide goal was to increase ELA learning gains. Every grade level developed a goal focused on increasing Reading scores. Teachers developed a goal related to the grade level goal, and they disseminated that goal to the students. Students worked to achieve personal reading goals that supported the school wide goal.

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

Attendance is a potential area of concern because 164 students had attendance rates below 90%. Another area of concern is core course failure. 75 students failed either ELA, Math, or both subjects.

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

1. Increase 5th Grade Science Proficiency.
2. Increase Lowest 25% Math Learning Gains.
3. Increase ELA Proficiency.
4. Increase SWD and Black/African American Proficiency.
5. Increase Attendance Rates.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Science
Rationale	Based on our 2019 data, our students scored 51%. Our Science achievement scores were 63% in 2018. Our Science scores decreased by 12% from 2018 to 2019. Also, our Science scores were much lower than the district average. Our score was 51%, and the district average was 65%.

State the measurable outcome the school plans to achieve	Science will increase proficiency from 51% in 2018-2019 to 60% in 2019-2020.
Person responsible for monitoring outcome	Michele Barlow (barlowlm@santarosa.k12.fl.us)
Evidence-based Strategy	Purchase supplemental Science curriculum to ensure all Science standards assessed are covered during instruction.
Rationale for Evidence-based Strategy	The SSA Science Assessment covers third, fourth and fifth grade Science standards. The supplemental Science curriculum we are purchasing will provide students with a spiral review of all standards that are assessed. This curriculum will be used to supplement the fifth grade core curriculum.

Action Step	
Description	<ol style="list-style-type: none"> 1. Purchase supplemental curriculum. 2. Fifth grade teachers will work as a collaborative team to develop lesson plans that cover the standards. 3. Leveled informational Science textbooks for all grade levels to utilize during Reading and Science instruction will be purchased. 4. The MTSS leadership team will monitor benchmark Science data and grades.
Person Responsible	Michele Barlow (barlowlm@santarosa.k12.fl.us)

#2	
Title	Math- Lowest 25%
Rationale	Based on 2019 data, our lowest 25% is not making adequate growth in Math as compared to the state average. Our lowest 25% scored 48%, and the state average was 51%.
State the measurable outcome the school plans to achieve	We would like for all students to meet growth expectations with additional focus on the lowest 25%. The learning gains of the lowest 25% in Math will increase from 48% in the 2018-2019 school year to 51% in the 2019-2020 school year.
Person responsible for monitoring outcome	Michele Barlow (barlowlm@santarosa.k12.fl.us)
Evidence-based Strategy	Teachers will receive professional development on the new Math curriculum. In addition, identified students will receive Math intervention such as small group differentiated instruction and after school-tutoring. We will purchase supplemental intervention material such as iREADY intervention Math materials.
Rationale for Evidence-based Strategy	We have a new Math curriculum. The teachers need professional development to implement the curriculum with fidelity. Identified students should receive intervention outside of the 60 minute Math block to improve proficiency. Supplemental materials are needed to differentiate instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide Math professional development. 2. Provide Math intervention to identified students. 3. Purchase supplemental Math materials to differentiate Math instruction. 4. Review Imagine Learning data and benchmark assessments at monthly leadership team meetings and grade level meetings. 5. The MTSS leadership team will monitor students who are not making adequate progress.
Person Responsible	Michele Barlow (barlowlm@santarosa.k12.fl.us)

#3	
Title	ELA
Rationale	Based upon 2019 data, ELA overall proficiency is not making adequate growth as compared to other schools in our district. Our ELA proficiency was 55%, and the district average was 68%.
State the measurable outcome the school plans to achieve	We would like for all students to meet growth expectations. The overall ELA proficiency will increase from 55% during the 2018-2019 school year to 60% during the 2019-2020 school year.
Person responsible for monitoring outcome	Michele Barlow (barlowlm@santarosa.k12.fl.us)
Evidence-based Strategy	Teachers will receive professional development on effective teaching strategies focusing on the 90 minute uninterrupted Reading block. All students will receive Reading intervention or accelerations. After school Reading tutoring will be offered to identified students. Supplemental Reading materials will be purchased to enhance the Reading curriculum and provide differentiated instruction.
Rationale for Evidence-based Strategy	The core Reading curriculum should be implemented with fidelity. Students who qualify for intervention will receive interventions based on data to increase Reading proficiency. Students read at different levels; therefore, supplemental Reading materials will be purchased to differentiate instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide ELA professional development. 2. Provide Reading intervention or acceleration to all students. 3. Purchase supplemental Reading materials. 4. Review Imagine Learning, and benchmark assessment data during grade level and leadership team meetings. 5. MTSS leadership team will monitor students who are not making adequate progress.
Person Responsible	Michele Barlow (barlowlm@santarosa.k12.fl.us)

#4	
Title	Students With Disabilities Subgroup
Rationale	Rhodes Elementary has a large SWD subgroup. The SWD ELA and Math proficiency percentages are historically lower than other subgroups. During the 2018-2019 school year, our SWD proficiency rate was at 39%, which is below the National Index of 41%.
State the measurable outcome the school plans to achieve	We would like for all of our SWDs to meet growth expectations. The overall proficiency of SWDs will increase from 39% in 2018-2019 school year to 42% in the 2019-2020 school year.
Person responsible for monitoring outcome	Michele Barlow (barlowlm@santarosa.k12.fl.us)
Evidence-based Strategy	Inclusion teams will attend ESE professional development on effective teaching strategies for students with disabilities. Students with disabilities will receive on grade level instruction in core subjects. In addition to on grade level instructions, students with disabilities will receive intensive intervention in areas of weakness as identified by assessments.
Rationale for Evidence-based Strategy	ESE inclusion teachers need to use best practices for teaching students with disabilities. Below grade level students should receive on grade level core instruction in addition to intensive intervention to close the learning gaps.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide ESE inclusion teams with professional development related to teaching students with disabilities. 2. Provide ESE inclusion teams with professional development on core curriculum. 3. Provide intensive intervention to students with disabilities. 4. Review data such as grades, Imagine Learning and district benchmark assessments to monitor progress. 5. The MTSS leadership team will monitor students who are not making adequate progress.
Person Responsible	Michele Barlow (barlowlm@santarosa.k12.fl.us)

#5	
Title	Attendance
Rationale	Attendance is a potential area of concern because 164 students had attendance rates below 90%. Good patterns of attendance improve student achievement.
State the measurable outcome the school plans to achieve	During the 2018-2019 school year, 164 students had attendance rates below 90%. We would like to decrease the number of students who have attendance rates below 90% from 164 students to 154 students.
Person responsible for monitoring outcome	Kacie Reaves (reavesk@santarosa.k12.fl.us)
Evidence-based Strategy	We will follow the district attendance plan. We will run monthly attendance reports to monitor student attendance. We will distribute absentee letters and schedule attendance meetings. We will recognize students with good patterns of attendance (over 90%) quarterly and yearly.
Rationale for Evidence-based Strategy	Good attendance improves the probability of graduation. Good attendance patterns begin in elementary school.
Action Step	
Description	<ol style="list-style-type: none"> 1. Run attendance reports monthly. 2. Distribute attendance letters to parents of students with attendance concerns. 3. Invite parents of students who have 5 unexcused within 30 days or 10 unexcused within 90 days to attendance improvement meetings. 4. Recognize students with good patterns of attendance. 5. The MTSS leadership team will monitor attendance quarterly.
Person Responsible	Kacie Reaves (reavesk@santarosa.k12.fl.us)

#6	
Title	Black/African American Subgroup
Rationale	Our Black/African American ELA and Math proficiency percentages are historically lower than other subgroups. During the 2018-2019 school year our Black/African American proficiency rate was at 34%, which is below the National Index of 41%.
State the measurable outcome the school plans to achieve	We would like for all of our Black/African American students to meet growth expectations. The overall proficiency of Black/African American students will increase from 34% in 2018-2019 school year to 41% in the 2019-2020 school year.
Person responsible for monitoring outcome	Michele Barlow (barlowlm@santarosa.k12.fl.us)
Evidence-based Strategy	Teachers will receive professional development on teaching students in poverty. Black/African American students will receive on grade level instruction in core subjects. In addition to on grade level instructions, Black/African American students will receive intensive intervention in areas of weakness as identified by assessments.
Rationale for Evidence-based Strategy	All teachers need to use best practices for teaching students in poverty. Below grade level students should receive on grade level core instruction in addition to intensive intervention to close the learning gaps.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide teachers with professional development related to teaching students in poverty. 2. Provide teachers with professional development on core curriculum. 3. Provide intensive intervention to identified Black/African American students. 4. Review data such as grades, Imagine Learning and district benchmark assessments to monitor progress. 5. MTSS leadership team will monitor students who are not making adequate progress.
Person Responsible	Michele Barlow (barlowlm@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 families at W. H. Rhodes Elementary School have many opportunities to be involved in the planning, review, and improvement of instruction and the Title I programs. This includes decisions regarding how parent involvement funds will be used. We have an active PTO and School Advisory Council. Our School Advisory Council consists of teachers, parents, and community stakeholders. The PTO meets monthly and the SAC meets bi-monthly. Both of the organizations discuss on-going activities, school improvement, and Title I programs. Our school has grade level family engagement nights during the first nine weeks. The goal of the family engagement nights is to establish a partnership with families in the educational process and provide them with strategies and resources to help their child at home with grade level standards and requirements. Families are asked to complete surveys at the conclusion of every family engagement night. Our PTO plans activities, such as Fall Festival and movie nights, which promote family engagement. Information is disseminated to families and the community via Facebook, School Messenger, our school website, newsletters, and an electronic sign. At the end of the year, parents and students complete a satisfaction survey. The results of the survey are shared at PTO and SAC meetings.

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.

W. H. Rhodes Elementary utilizes the Second Step program to teach daily social skills to students. In addition, our school counselor uses Project Wisdom to teach students how to handle bullying, cyber bullying, friendship, and anger management. We have a licensed mental health counselor on staff to provide individual and group counseling to identified students. Rhodes has a behavior coach who works with identified students both individually and in groups. Our school uses both Positive Behavior Support and Capturing Kids' Hearts strategies to develop positive relationships with all students.

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

Our school has four self contained PK classes for students identified with social, emotional, behavioral, or developmental delays. The PK students participate in school wide assemblies, lunch, and other extra curricular activities. During the spring, the PK students spend part of a day in kindergarten class. Incoming kindergarten students are screened during the summer. We use the assessment to place students accordingly. We also have a Kindergarten family engagement night during the first nine weeks of school.

Rhodes has two feeder middle schools. During the summer, Rhodes administration has matriculation meetings with our feeder middle schools to discuss the social, emotional, behavioral, and educational needs of upcoming 6th graders. We prepare our students for middle school by providing students with academic and social support during their time with us. During 5th grade, students receive a planner to help with organizational skills and responsibility. All teachers are expected to implement opportunities for collaboration, creativity, critical thinking, and communication skills during instruction.

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 teachers at Rhodes Elementary School use various forms of data to drive instructional decisions and meet the needs of all students. Those students that show need for additional supports are brought

before the MTSS Team at weekly meetings. Every Tuesday the team meets, along with parents and teachers, to discuss the specific needs of individual students. Interventions and resources are aligned to meet the student's needs and a plan is formulated. Our MTSS Coordinator assists teachers in documenting and tracking these plans and scheduling meetings in a timely manner.

Administration and the Leadership Team meet monthly to discuss current needs, progress on school goals, and planning for the future. This includes the allocation of all resources, including personnel, curricular, and instructional resources. Members of the Leadership Team are provided the meeting schedule at the beginning of the year, and they are tasked with providing a brief report to administration at each meeting regarding the progress on goals and needs from their particular program/department.

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. One way in which we advance college and career is through our STEAM initiative.