Santa Rosa County School District

Bennett C Russell Elementary School

2021-22 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: Daniel Baxley

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2020-21 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 (61%) 2017-18: B (59%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 10/5/2021.

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	55%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position 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.
McCurdy, Amelia	Instructional Coach	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.
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 and serves as one of the MTSS team members.
Senter, Jeni	School Counselor	As Guidance Counselor, Ms. Morren serves as an integral part of our Multi Tiered Systems of Support (MTSS) team. She provides support for our students, families and staff, acts as a liaison with the community, coordinates all assessments and provides training on emotional/social topics needed for our student population.
Webb, Tina	Behavior Specialist	As the Behavior Coach, Ms. Webb manages and provides behavioral interventions for our students who struggle in behavior. She also provides professional development for our instructional staff. She also serves as one of the MTSS team members.
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.
Blackman, Ruth	Other	As an interventionist, Ms. Blackman provides daily intensive reading instruction to students, opportunities for families to support literacy learning at home, and multi-tiered systems of support for teachers and students.
Crissy, Shelia	Other	As an interventionist, Ms. Crissey provides daily intensive reading instruction to students, opportunities for families to support literacy learning at home, and multi-tiered systems of support for teachers and students.

Name	Position Title	Job Duties and Responsibilities
Ledoux, Michele	Other	As an interventionist, Ms. Ledoux provides daily intensive reading instruction to students, opportunities for families to support literacy learning at home, and multi-tiered systems of support for teachers and students.
Murchison, Jenna	Other	As an interventionist, Mrs. Murchison provides daily intensive reading instruction to students, opportunities for families to support literacy learning at home, and multi-tiered systems of support for teachers and students.

Demographic Information

Principal start date
Monday 7/1/2013, Daniel Baxley

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

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
11

Total number of teacher positions allocated to the school
64

Total number of students enrolled at the school
767

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
19

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

Date this data was collected or last updated

Wednesday 8/18/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	118	108	114	119	117	0	0	0	0	0	0	0	672
Attendance below 90 percent	5	6	6	3	2	4	0	0	0	0	0	0	0	26
One or more suspensions	0	3	3	1	4	3	0	0	0	0	0	0	0	14
Course failure in ELA	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	1	1	2	1	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	118	108	114	119	117	0	0	0	0	0	0	0	672
Attendance below 90 percent	5	6	6	3	2	4	0	0	0	0	0	0	0	26
One or more suspensions	0	3	3	1	4	3	0	0	0	0	0	0	0	14
Course failure in ELA	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	1	1	2	1	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	68%	57%	59%	64%	56%
ELA Learning Gains				60%	64%	58%	50%	53%	55%
ELA Lowest 25th Percentile				58%	56%	53%	42%	45%	48%
Math Achievement				72%	72%	63%	72%	72%	62%
Math Learning Gains				64%	67%	62%	69%	62%	59%
Math Lowest 25th Percentile				46%	52%	51%	52%	52%	47%
Science Achievement				66%	65%	53%	66%	64%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	71%	-7%	58%	6%
Cohort Comparison						
04	2021					
	2019	58%	66%	-8%	58%	0%
Cohort Comparison		-64%				
05	2021					
	2019	64%	69%	-5%	56%	8%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	71%	3%	62%	12%
Cohort Comparison						
04	2021					
	2019	66%	73%	-7%	64%	2%
Cohort Comparison		-74%				
05	2021					
	2019	70%	71%	-1%	60%	10%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	65%	0%	53%	12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tools include Renaissance STAR Early Literacy, STAR Reading, STAR Math, and Performance Matters/Unify assessments. STAR is an adaptive assessment whereas Performance Matters/Unify is a static assessment. The types of assessments are reflected in the percentage rate differences between the two assessments.

Renaissance STAR Early Literacy 1
Renaissance STAR Reading Grades 2-5
Renaissance STAR Math Grades 1-5
Science Grade 5

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	116/46%	129/78%	131/75%
	Economically Disadvantaged	47/53%	51/73%	54/74%
	Students With Disabilities	30/27%	31/68%	29/41%
	English Language Learners	1/0%	2/0%	2/100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	115/59%	130/85%	129/90%
	Economically Disadvantaged	47/70%	52/85%	52/93%
	Students With Disabilities	30/43%	31/68%	28/71%
	English Language Learners	1/0%	2/100%	2/100%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	105/48%	122/70%	119/77%
	Economically Disadvantaged	49/43%	58/64%	54/74%
	Students With Disabilities	21/29%	23/39%	20/60%
	English Language Learners	0	0	1/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	102/44%	122/72%	119/81%
	Economically Disadvantaged	46/54%	58/74%	54/87%
	Students With Disabilities	20/30%	23/70%	20/80%
	English Language Learners	0	0	1/0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	128/62%	130/65%	133/68%
	Economically Disadvantaged	50/64%	59/66%	63/68%
	Students With Disabilities	42/45%	34/56%	36/56%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	129/59%	132/64%	133/70%
	Economically Disadvantaged	50/56%	59/61%	62/68%
	Students With Disabilities	43/40%	43/40%	36/64%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	128/59%	133/66%	0
	Economically Disadvantaged	49/55%	57/58%	0
	Students With Disabilities	32/25%	32/34%	0
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	129/54%	132/65%	0
	Economically Disadvantaged	49/47%	57/60%	0
	Students With Disabilities	33/27%	32/44%	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	125/62%	134/58%	0
	Economically Disadvantaged	70/61%	78/58%	0
	Students With Disabilities	17/29%	18/39%	0
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	124/52%	134/58%	0
	Economically Disadvantaged	70/46%	78/55%	0
	Students With Disabilities	17/24%	18/44%	0
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students	51%	60%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
SWD	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				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
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	362
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	63
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	70
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	47
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	
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	50
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

After reviewing our progress monitoring data, it is clear that our students were making gains in ELA, Math and Science. We had significant growth from test A to test B in nearly every grade and every subject. Fifth grade ELA was the only subject to drop from test A to test B for all students. Interestingly, our typically underperforming group, SWD, was the subgroup in this area to show an increase from 29% proficient to 39% proficient.

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

Our greatest need for improvement is our SWD population in both reading and math. There is a large gap between the proficiency levels of our SWD and the rest of the tested students in both ELA and Math. The gap in proficiency levels between SWD and all students range from a 17% to a 33% gap in our Test A data.

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

The major contributing factors to our school performance was COVID 19 and all of its implications for the school year. Our students missed the last quarter of the prior school year. We had many remote students being taught by teachers at different schools. Many of the remote students did not engage well in their learning. Many of our students were quarantined at least once, some more than once, which increased our absentee rate. Substitutes were difficult to schedule which led to another interruption in classroom instruction.

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

Based on progress monitoring data, our SWD group showed the most progress of all listed groups. Overall, our students increased their proficiency levels by an average of 6% across all tests from the first test to the last. However, our SWD population made the most gains, increasing by an average of 15% across all tests.

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

Our SWD group has been a focus of ours for several years. They are included in all opportunities for intervention based on their performance data. We monitor our struggling SWD through MTSS and have had very strong inclusion support teachers several years.

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

In order to increase their overall proficiency level, we will need to continue to offer research based interventions to all students who demonstrate the need including HMH Tier II interventions, SIPPS, 95% group, Leveled Literacy Intervention, and other district approved interventions. We will also continue to use research based classroom strategies to provide them with strong Tier I instruction.

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.

Over the course of the year, we will provide professional development in CHAMPS, a behavior management approach, PBIS, data analysis, B.E.S.T. standards training, support for the new reading curriculum, and research based math and reading strategies for classroom teachers.

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

We have added 4, possibly 5, reading endorsed interventionists to our staff this year. They will help provide Tier II and Tier III instruction for our most struggling students. We also have a new curriculum that is closely aligned with the new, rigorous Florida B.E.S.T standards.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	Although the B.E.S.T standards were not included in the previous years' data, we feel that it is critical to have teachers properly trained in implementation of the newly adopted standards. We will utilize Professional Learning Communities (PLCs) to increase our knowledge of the B.E.S.T Standards and how to connect them with our new curriculum and provide rigorous instruction.
Measurable Outcome:	By participating in PLCs focused on best practices with the new standards and new curriculum, we will improve our ELA FSA proficiency level by 2%.
Monitoring:	We will monitor the implementation of PLCs through the use of sign-in sheets, agendas, and minutes submitted by PLC leaders to the principal. The principal and assistant principal will perform classroom walk-throughs and reviewing lesson plans to observe instructional practices.
Person responsible for monitoring outcome:	Suzi Godwin (godwins@santarosa.k12.fl.us)
Evidence-based Strategy:	PLC's are the evidence-based strategy we will use to provide training for implementation of the B.E.S.T standards and new curriculum.
Rationale for Evidence-based Strategy:	According to Hord (2004), PLC's help teachers have a shared values and mission, collective responsibility, reflective professional inquiry, collaboration, and both group and personal learning is promoted. We also used the research article by Rhonda Barton and Jennifer Stepanek "The Impact of Professional Learning Communities." https://educationnorthwest.org/sites/default/files/resources/PRR%20The%20Impact%20of%20Professional%20Learning%20Communities.pdf

Action Steps to Implement

+Each grade level will meet with admin to establish norms, roles, and to review expectations for PLCs.
+Each grade level will form a PLC and submit a meeting schedule to Ms. Godwin.
+Grade levels will meet for a minimum of 12 hours over the course of the 21-22.
+Grade levels will participate in (2) full-day professional development days to review progress monitoring data, standards taught.
+PLC facilitator will submit required documentation to the principal.
+School leadership team will review summative data to determine if we met the desired goal.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Historically, our Students with Disabilities (SWD) population has performed lower than our general education population. This year, our SWD population was below 41% expectation which identified our school as a TSI school.
Measurable Outcome:	By helping to educate our parents/guardians and increase their engagement level, we expect to increase both reading and math FSA proficiency by 2%.
Monitoring:	Our leadership team will monitor universal progress monitoring data such as STAR Reading, STAR Math, or STAR Early Literacy as well as collaborate with the classroom teacher on student progress in daily classroom activities.
Person responsible for monitoring outcome:	Suzi Godwin (godwins@santarosa.k12.fl.us)
Evidence-based Strategy:	Our evidence-based strategy is to increase our parent/guardian engagement by providing targeted educational opportunities for our parents/guardians of SWD in the areas of need for their child.
Rationale for Evidence-based Strategy:	According to CDC.gov, research indicates that parent engagement leads to better academic outcomes for students. We also know that most parents want to help, but they either feel intimidated by the content or do not know where to start. We want to give our parents/guardians the opportunities and tools necessary to help their children at home and feel confident to be an contributing part of their child's education. A research study titled The Impact of Family Engagement on Student Achievement by Christina Hall (2020) helps support our rationale for selecting this strategy. https://files.eric.ed.gov/fulltext/EJ1264345.pdf

Action Steps to Implement

+The intervention team will identify student needs within the targeted group and plan and provide parent engagement activities accordingly.
+The intervention team will meet during their common planning time to monitor data of SWD and collaborate on strategies.
+The intervention team will communicate regularly with teachers and regularly review the EWS to help monitor student progress.
+The intervention team will communicate regularly with the PLC facilitators to offer instructional strategies to help meet the needs of our SWD.

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

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	After reviewing our school referral data, we determined that our classroom referrals were higher than the expectations of our school given that we are a PBIS school.
Measurable Outcome:	After ensuring all teachers are trained in CHAMPS and implmentation is done with fidelity, we will decrease our overall classroom referrals by 5%.
Monitoring:	We will monitor the number of referrals at each PBIS meeting and identify areas of need and strategies for improvement.
Person responsible for monitoring outcome:	Sandra Arrant (arrants@santarosa.k12.fl.us)
Evidence-based Strategy:	The evidence-based strategy that we will implement to help decrease our overall referrals is CHAMPS. CHAMPS is an evidence-based approach to classroom behavior management. CHAMPS is not a curriculum or program, but instead is a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Evidence for CHAMPS can be found at https://www.safeandcivilschools.com/research/references/is-champs-evidence-based.pdf
Rationale for Evidence-based Strategy:	We chose this strategy because it complements our PBIS initiatives for a school-wide approach to positive behavior support and aligns to our SOAR expectations. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers'perceptions of efficacy and student motivation and behavior.

Action Steps to Implement

+Form a PLC for all teachers who have not yet been trained in CHAMPS implementation.
+CHAMPS PLC will meet monthly
+PLC facilitator will turn in agendas and minutes to the principal.
+PBIS team will monitor and analyze referral data and make suggestions for improvement.

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

Additional Schoolwide Improvement Priorities

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

As of 8/31, our school was not listed within the database of SafeSchoolsforAlex.org because no incidents were reported to the Florida Department of Education.

Bennett Russell Elementary will monitor the school culture and environment through monthly PBIS team meetings. During these meeting the team will review discipline data and discuss possible strategies for improvement as well as noted strengths. Additionally, through Multi-tiered Systems of Support, the team will be monitoring and discussing specific students and their difficulties with behavior as they engage with their learning.

Part IV: Positive Culture & Environment

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

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

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

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. (Following CDC guidelines for such gatherings). Bennett Russell Elementary distributes the Santa Rosa District Schools' Family Guide which connects the parents/guardians to Santa Rosa's Public Schools. This guide provides a framework for building and strengthening partnerships among parents and teachers. Parents can monitor the expected academic accomplishments of each grade level for each subject. The guide provides guidance for parents who may be concerned about their child's individual learning needs and possible learning disability. The volunteer program helps build trusting relationships between the school and stakeholders. Research indicates students whose parents are engaged with their child's school, perform higher academically. The school embraces volunteers as "real" partners in the education to increase student achievement. BRE volunteers not only provide support and assistance to our school, they reinforce the partnership we work so hard to develop. The greatest value that our parent volunteers add is that their involvement demonstrates interests in the educational process. Teachers' and staff's input are valued and respected. Surveys are provided to staff to allow their voice to be

heard in decision making. BRE also is a school-wide PBIS school with shared goals and behavior expectations. These expectations are posted throughout the hallways, classrooms, and other common areas. Our teachers strive to use positive interactions and reinforcements to elicit desired behavior from students.

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

School Board and District Staff: Ensuring high-quality educational learning materials for students and teachers. 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. Maintain the physical environment of the school. Keep staff focused on the school's vision and mission.

School Staff: Build positive relationships with students. 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. Participate in ongoing, high-quality professional development.

Students: Adhere to the SOAR expectations set forth through our PBIS initiative. Display positive behavior. Engage and take responsibility for their learning. Build relationships with their peers and interact in a positive way.

Parents: Support of 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 promoting healthy lifestyles. Promote educational advancement.

Community Members: Community members support our schools through volunteering, financial support, and donations of needed supplies. Community resources also help provide weekend meals for our students.