

Santa Rosa County School District

W. H. Rhodes Elementary School



2021-22 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: 8/1/2020

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)	79%
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 (56%) 2017-18: C (53%) 2016-17: B (55%)
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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5563 BYROM ST, Milton, FL 32570

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

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	74%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

School Board Approval

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Reaves, Kacie	Principal	<p>Mrs. Reaves is the school principal. Her duties and job responsibilities include the following:</p> <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. • Make proactive decisions relating to school and community well-being.
Crate, Kimberly	Assistant Principal	<p>Mrs. Crate is the assistant principal. Her duties and job responsibilities include the following:</p> <ul style="list-style-type: none"> • Assist the principal in planning, implementing, and evaluating the school improvement program. • Coordinate all aspects of elementary curriculum. • Recommend curriculum adjustments to meet the unique learning needs of individual students.
Reilly, Teresa	Other	<p>Mrs. Reilly is the administrative intern. Her duties and job responsibilities include the following:</p> <ul style="list-style-type: none"> • Assist the administrative team in planning, implementing, and evaluating the school improvement program. • Assist the administrative team in coordinating all aspects of elementary curriculum. • Assisting the administrative team managing the day to day operations of the school, including attendance, safety, and discipline.
Stone, Denise	Instructional Media	<p>Mrs. Stone is the Media Specialist. Her duties and job responsibilities include the following:</p> <ul style="list-style-type: none"> • Organize and implement an open concept media program which fully supports the educational goals and objectives of the school. • Support curriculum through cooperative planning and consultation with faculty and administration. • Teach lessons with specific objectives defined by and in cooperation with individual teachers.
Roberts, Tamara	School Counselor	<p>Mrs. Roberts is the Guidance Counselor. Her duties and job responsibilities include the following:</p> <ul style="list-style-type: none"> • Provide appropriate consultation and staff development to school personnel, as needed. • Consult and collaborate with teachers, staff, and parents in understanding and meeting the unique needs of individual students. • Assist with referrals to other service providers and outside agencies.

Name	Position Title	Job Duties and Responsibilities
Hancock, Heidi	Reading Coach	<p>Ms. Lewis is the Reading Coach. Her duties and job responsibilities include the following:</p> <ul style="list-style-type: none"> • Planning, coordinating, and implementing professional development in the areas of literacy based on formal and informal assessment data. • Work with the school leadership team, data teams, and literacy leadership team to determine the school's strengths and needs for improvement relating to literacy.
Blackwell, Amy	Other	<p>Mrs. Blackwell is the Academic Intervention Specialist for grades three through five. Her duties and job responsibilities include the following:</p> <ul style="list-style-type: none"> • Provide information, training, and support for families and educators. • Promote family involvement in education through partnerships between the school, parents, and other organizations. • Collaborate with other professional intervention and support personnel in the delivery of a multi-tiered system of support for teachers and students.
Larson, Cindy	Other	<p>Ms. Larson is the Academic Intervention Specialist for grades KG through two. Her duties and job responsibilities include the following:</p> <ul style="list-style-type: none"> • Provide information, training, and support for families and educators. • Promote family involvement in education through partnerships between the school, parents, and other organizations. • Collaborate with other professional intervention and support personnel in the delivery of a multi-tiered system of support for teachers and students.
Schaeffer, Andrea	Behavior Specialist	<p>Ms. Wingett is the behavior coach. Her duties and job responsibilities include the following:</p> <ul style="list-style-type: none"> • Collaborate with school leadership to develop, implement, and maintain a school wide positive behavior support system that addresses the needs of all students. • Work directly with students and parents of students in Tier II and Tier III to modify behaviors to achieve successful outcomes.
Benavides, Emily	Other	<p>Mrs. Benavides is a school interventionist and MTSS Coordinator. Her duties and job responsibilities include the following:</p> <ul style="list-style-type: none"> • Support classroom teachers in the implementation of established interventions. • Collaborate with instructional staff, other school personnel, parents, and a variety of community and district partners in the improvement of student outcomes. • Collaborate with other professionals and support personnel in the delivery

Name	Position Title	Job Duties and Responsibilities
		of a multi-tiered system of support for all students.

Demographic Information

Principal start date

Saturday 8/1/2020, Kacie Reaves

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.*

4

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.*

5

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

846

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

4

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

15

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	140	124	142	138	154	131	0	0	0	0	0	0	0	829
Attendance below 90 percent	60	45	46	60	57	43	0	0	0	0	0	0	0	311
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	3	6	4	1	5	0	0	0	0	0	0	0	19
Course failure in Math	0	2	3	6	1	7	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	30	27	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	47	31	0	0	0	0	0	0	0	79
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	2	3	5	25	20	0	0	0	0	0	0	0	55

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	7	7	4	2	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/30/2021

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	103	135	118	127	121	110	0	0	0	0	0	0	0	714
Attendance below 90 percent	7	7	9	9	7	13	0	0	0	0	0	0	0	52
One or more suspensions	0	4	4	2	3	6	0	0	0	0	0	0	0	19
Course failure in ELA	0	2	5	1	1	2	0	0	0	0	0	0	0	11
Course failure in Math	0	0	1	4	0	2	0	0	0	0	0	0	0	7
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	1	4	1	1	3	0	0	0	0	0	0	0	10

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	1	0	0	0	0	0	0	0	0	1

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	103	135	118	127	121	110	0	0	0	0	0	0	0	714
Attendance below 90 percent	7	7	9	9	7	13	0	0	0	0	0	0	0	52
One or more suspensions	0	4	4	2	3	6	0	0	0	0	0	0	0	19
Course failure in ELA	0	2	5	1	1	2	0	0	0	0	0	0	0	11
Course failure in Math	0	0	1	4	0	2	0	0	0	0	0	0	0	7
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	1	4	1	1	3	0	0	0	0	0	0	0	10

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	1	0	0	0	0	0	0	0	0	1

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				55%	68%	57%	53%	64%	56%
ELA Learning Gains				56%	64%	58%	51%	53%	55%
ELA Lowest 25th Percentile				52%	56%	53%	40%	45%	48%
Math Achievement				62%	72%	63%	61%	72%	62%
Math Learning Gains				66%	67%	62%	60%	62%	59%
Math Lowest 25th Percentile				48%	52%	51%	44%	52%	47%
Science Achievement				51%	65%	53%	63%	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	63%	71%	-8%	58%	5%
Cohort Comparison						
04	2021					
	2019	41%	66%	-25%	58%	-17%
Cohort Comparison		-63%				
05	2021					
	2019	57%	69%	-12%	56%	1%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	71%	-13%	62%	-4%
Cohort Comparison						
04	2021					
	2019	61%	73%	-12%	64%	-3%
Cohort Comparison		-58%				
05	2021					
	2019	63%	71%	-8%	60%	3%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	47%	65%	-18%	53%	-6%
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 Science 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.

Star Early Literacy (Grade 1)

Star Reading (Grades 2-5)

Star Math (Grades 1-5)

Performance Matters Science (Grade 5)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	134/60%	139/66%	131/70%
	Economically Disadvantaged	79/67%	86/69%	83/65%
	Students With Disabilities	60/40%	32/41%	31/65%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	133/68%	137/75%	129/78%
	Economically Disadvantaged	79/72%	85/80%	82/79%
	Students With Disabilities	30/57%	30/60%	29/66%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	110/40%	124/54%	129/53%
	Economically Disadvantaged	52/33%	64/50%	67/49%
	Students With Disabilities	28/25%	30/27%	34/24%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	112/42%	125/62%	128/68%
	Economically Disadvantaged	54/32%	63/57%	66/67%
	Students With Disabilities	28/25%	31/48%	33/46%
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	138/59%	152/51%	148/53%
	Economically Disadvantaged	82/51%	90/46%	88/48%
	Students With Disabilities	32/47%	38/32%	39/39%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	137/49%	150/47%	149/41%
	Economically Disadvantaged	82/39%	88/42%	89/36%
	Students With Disabilities	33/27%	38/34%	38/34%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	103/52%	105/54%	0
	Economically Disadvantaged	55/55%	56/57%	0
	Students With Disabilities	19/21%	21/29%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	103/47%	104/56%	0
	Economically Disadvantaged	55/53%	56/55%	0
	Students With Disabilities	19/16%	21/29%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	104/47%	105/53%	0
	Economically Disadvantaged	62/45%	58/53%	0
	Students With Disabilities	16/25%	20/30%	0
	English Language Learners	0	1/0%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	103/52%	105/58%	0
	Economically Disadvantaged	61/46%	58/55%	0
	Students With Disabilities	16/31%	20/40%	0
	English Language Learners	0	1/0%	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	48%	57%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	34	29	30	30	25		22				
BLK	30			38							
HSP	36			55							
MUL	51	33		52	50		43				
WHT	54	61	73	59	55	53	52				
FRL	46	48	47	50	45	47	41				
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				

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	49
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	346
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	46
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	46
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	58
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	46
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?

Data from 2018 through 2021 shows stability within our lowest 25th percentile in both ELA and Math. We feel that a focus on small group/ differentiated instruction, highly effective intervention personnel, and a well defined MTSS process is contributing to this stability.

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

The two areas of 2021 FSA data that showed the greatest decline from 2019 FSA data were Math Learning Gains (-15%) and ELA Learning Gains (-7%).

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

Contributing factors- Due to the pandemic, students missed a great deal of instruction in the 2019-2020 school year which has contributed to learning loss. This, coupled with instability of attendance and enrollment throughout the 2020-2021 school year, negatively impacted student achievement.

New Actions:

- Administration and the Leadership Team have placed an emphasis on fidelity to the new HMH curriculum, which is based on the BEST standards and the science of reading, as well as a focus on quality Tier I instruction.
- Our staffing plan was increased to include seven additional intervention teachers. We have chosen seven veteran, highly qualified teachers that are Reading Endorsed and experts in their field.
- Two of our new intervention teachers will serve students with math deficiencies using the new math intervention (Do the Math).

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

Despite the instability of the past two school years, our fourth grade team had exceptional growth in ELA. They increased proficiency from 41% in 2019 to 52% in 2021. They also increased proficiency in Math by 1%.

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

The fourth grade team places great emphasis on collaborative planning and student and personal efficacy. As an established grade level, the team works cohesively. Additionally, this team has implemented research based intervention programs with fidelity.

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

- Our grade levels will meet monthly. They will be provided an outline of items to discuss and address which will include keeping pace with instructional pacing guides and comparing recent data with a focus on specific strengths and weaknesses from each classroom in an effort to increase collaborative planning. They will provide minutes from these meetings to administration.
- The Literacy Leadership Team will align the monthly agenda to the new state statute, to include professional development to build capacity in curricular best practices.
- Administration and the Leadership Team have placed an emphasis on fidelity to the new HMH curriculum, which is based on the BEST standards and the science of reading, as well as a focus on quality Tier I instruction.
- Administration created and presented an Action Plan for Academic Growth for the Superintendent. This plan includes action steps administration will take to increase instructional capacity in teachers, ensure fidelity, and establish and maintain focus on data analysis.
- Administration has created intentional scheduling of committee meetings, committee share-out meetings, and grade level data meetings.
- Administration will conduct frequent classroom visits and provide feedback on instructional practices.

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.

- To ensure fidelity to the new HMH curriculum, trainings will be provided by our reading coach. She will provide individual and ongoing professional development on this topic, as needed.
- The newly established Intervention Team will participate in training focused on new Tier III Intervention curriculum (SIPPS, 95% Phonics, Phonics for Reading and Sound Partners).
- Administration and the MTSS Team will attend professional development in best practices for meeting the needs of struggling students.

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

- To maintain a focus on climate and culture, each faculty/staff member will participate in a three hour Capturing Kids' Hearts Refresh Training. All faculty and staff new to W. H. Rhodes will also participate in the full course CKH initial training.
- Having an additional member of the administrative team will heighten the resources needed for an intentional focus on effective truancy practices.
- We have established a diversity committee that will explore equity opportunities to ensure inclusivity of our curriculum and resources to reflect the culture of all stakeholders.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on our 2021 data, only 49% of our students in grades three through five achieved learning gains on the 2020-2021 FSA in ELA. This is a 7% decrease from 2018-2019 FSA-ELA. Additionally, a significant percent of KG-2nd grade population scored below the 25th Percentile Rank (KG- 47%, 1st- 40%, 2nd 32%) on STAR ELA (1st and 2nd) and STAR EL (KG). This is an average of 40% of our K-2 students scoring below the 25th Percentile Rank.

Measurable Outcome: - Our goal for our 3rd-5th grade population is that they increase the percentage of students achieving learning gains on the FSA-ELA from 49% to 60%.

-Our goal for our KG- 2nd population is that they decrease the percentage of students scoring below the 25th Percentile Rank, on average, from 40% to 35%.

Monitoring: The School Leadership Team, led by the principal, meets monthly to review progress monitoring data (such as reports from STAR, AR, and Imagine Learning as well as intervention and MTSS data). This team will assess progress and make instructional changes, as needed. This information will be presented to grade levels to use in collaborative planning.

Person responsible for monitoring outcome: Kacie Reaves (reavesk@santarosa.k12.fl.us)

Evidence-based Strategy:

1. Teachers will receive professional development on Tier one and Tier two curriculum, such as HMH and Imagine Learning.
2. Our Reading Coach will provide professional development on effective reading strategies, such reciprocal teaching, as requested by teachers.
3. After school reading tutoring will be offered to identified students in the spring.
4. Supplemental reading materials (such as Fast ForWord, Renaissance products, and Imagine Learning) will be purchased to enhance the reading curriculum and provide differentiated instruction.

Rationale for Evidence-based Strategy:

- 1 and 2. The core curriculum should be implemented with fidelity and should incorporate effective teaching strategies (Hattie effect size 0.60). Professional Development plays a critical role in ensuring this implementation.
3. Some students need additional exposure to curriculum to experience success. Tutoring offers this additional time and exposure (Hattie effect size 0.40).
4. Students read at different levels; therefore, supplemental reading materials will be purchased to differentiate instruction and increase learning gains.
5. Reciprocal teaching (Hattie effect size 0.74)

Action Steps to Implement

1. Provide ELA Professional Development. Administration will monitor implementation of tier one and tier two programs through classroom walkthroughs and provide feedback, as needed.
2. Our Reading Coach follows through with professional development through a traditional coaching model.
Administration will monitor use of strategies through frequent walk throughs.
3. Organize tutoring sessions for identified students.
4. Purchase supplemental reading materials, as listed.
5. Review progress monitoring data at monthly School Leadership Team meetings and Literacy Team Meetings.
6. Provide grade levels time to plan collaboratively using progress monitoring data provided by the Leadership Team.

7. The MTSS Leadership Team will monitor students who are not making adequate progress and take action to provide appropriate interventions. We will include parents in these meetings and decision making at various points in the MTSS process.
8. Our Guidance Counselor will attend a conference on resiliency and present this information to our teachers.
9. The Literacy Coach will provide intensive coaching for teachers, based on need.
10. Participate in family engagement activities that focus on closing literacy gaps for students with substantial reading deficiencies (such as New World Read Initiative and Read-at Home Plan).
11. Organize parent involvement activities and events that build parent capacity.

Person Responsible Kacie Reaves (reavesk@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on our 2021 data, only 51% of our students in grades three through five achieved learning gains on the 2020-2021 FSA in Math. This is a 15% decrease from 2018-2019 FSA- Math.

Measurable Outcome: Our objective is for all students to achieve learning gains. Our goal for the 2021-2022 FSA-Math is for our percentage of students making learning gains to increase from 51% to 65%.

Monitoring: The School Leadership Team, led by the principal, meets monthly to review progress monitoring data (such as reports from STAR and I-Ready as well as intervention and MTSS data). This team will assess progress and make instructional changes, as needed.

Person responsible for monitoring outcome: Kacie Reaves (reavesk@santarosa.k12.fl.us)

Evidence-based Strategy:

1. Purchase research based instructional software, such as I-Ready Math, to supplement the core math curriculum.
2. Provide professional development for our supplemental math program, I-Ready, on effectively using student reports to guide instruction.
3. Provide after school tutoring.

Rationale for Evidence-based Strategy:

1. Supplemental math programs enhance our ability to further individualize instruction and enhance progress monitoring.
2. Instruction needs to be fluid and guided by careful data analysis. Professional Development plays a critical role in ensuring this while providing teachers with effective instructional strategies. (Hattie effect size 0.62).
3. Some students need additional exposure to curriculum to experience success. Tutoring offers this additional time and exposure (Hattie effect size 0.40).

Action Steps to Implement

1. Purchase supplemental math materials to differentiate math instruction.
2. Provide Math Professional Development and monitor the effectiveness through data chats between teachers and administration.
3. Organize tutoring sessions for identified students.
4. Review progress monitoring data at monthly School Leadership Team meetings.
5. Provide grade levels time to plan collaboratively using progress monitoring data provided by the Leadership Team.
6. Our Guidance Counselor will attend a conference on resiliency and present this information to our teachers.
7. The MTSS Leadership Team will monitor students who are not making adequate progress and take action to provide appropriate interventions. We will include parents in these meetings and decision making at various points in the MTSS process.
8. Organize parent involvement activities and events that build parent capacity.

Person Responsible Kacie Reaves (reavesk@santarosa.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Rhodes Elementary has a large SWD subgroup. Our SWD ELA and Math proficiency percentages are historically lower than other subgroups. 2021-2022 subgroup data is not available at this time. However, our SWD proficiency for the 2018-2019 school year was 39%, which is below the national index of 41%
Measurable Outcome:	Our objective is for all of our SWD population to meet growth expectations in both ELA and Math. Our goal is for our SWD population to increase overall proficiency from 39% in 2018-2019 to 45% in the 2021-2022 school year.
Monitoring:	The School Leadership Team, led by the principal, meets monthly to review progress monitoring data (such as reports from STAR, AR, Imagine Learning, and I-Ready as well as intervention and MTSS data). This team will assess subgroup progress and make instructional changes, as needed.
Person responsible for monitoring outcome:	Kacie Reaves (reavesk@santarosa.k12.fl.us)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Inclusion teams will attend professional development on collaborative teaching provided by the Florida Inclusion Network. 2. Intervention teams will attend various professional development courses on effective teaching and intervention strategies and programs for students with disabilities provided through the district level curriculum departments. 3. After school reading tutoring will be offered to identified students in the spring.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1 and 2. Students with disabilities need specifically designed instruction and interventions to help them narrow the gap. Professional development plays a critical role in aiding our inclusion and intervention teams in the skills necessary to design and implement this instruction and intervention strategies. 3. SWDs often need additional exposure to curriculum to experience success. Tutoring offers this additional time and exposure.

Action Steps to Implement

1. Provide ESE Inclusion Teams and Interventionists with professional development opportunities related to teaching students with disabilities.
2. Provide ESE Inclusion Teams and Interventionists with professional development of the core curriculum and intervention programs.
3. Organize tutoring sessions for identified students.
4. Review data, such as grades, Imagine Learning and I-Ready Reports, and district benchmark assessments, to monitor progress of students in this subgroup.
5. Our Guidance Counselor will attend a conference on resiliency and present this information to our teachers.
6. The MTSS Leadership Team will monitor subgroup data on students who are not making adequate progress and take action to provide appropriate interventions. We will include parents in these meetings and decision making at various points in the MTSS process.

Person Responsible Kacie Reaves (reavesk@santarosa.k12.fl.us)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	Our African American ELA and Math proficiency percentages are historically lower than other subgroups. 2021-2022 subgroup data is not available at this time. However, our African American proficiency for the 2018-2019 school year was 34%, which is below the national index of 41%
Measurable Outcome:	Our objective is for all of our African American population to meet growth expectations in both ELA and Math. Our goal is for our African American population to increase overall proficiency with from 34% in 2018-2019 to 45% in the 2021-2022 school year.
Monitoring:	The School Leadership Team, led by the principal, meets monthly to review progress monitoring data (such as reports from STAR, AR, and Imagine Learning as well as intervention and MTSS data). This team will assess black subgroup data and make instructional changes, as needed.
Person responsible for monitoring outcome:	Kacie Reaves (reavesk@santarosa.k12.fl.us)
Evidence-based Strategy:	1. The School Leadership Team will identify students in this subgroup that would benefit from mentoring and frequent data reviews. Each member of this team will be assigned students to meet with on regular basis.
Rationale for Evidence-based Strategy:	1. Mentoring and having students invested in their own data and progress are research based strategies that assist students in academic success.

Action Steps to Implement

1. Review progress monitoring subgroup data at monthly School Leadership Team meetings.
2. Assign mentees to each member of the School Leadership Team and create a schedule to ensure meetings between mentor and mentee happen on a regular basis.

Person Responsible Kacie Reaves (reavesk@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

According to the SafeSchoolsforAlex.org report, W. H. Rhodes scored in the Very Low risk range for Incidents. We scored in the High range for total reported suspensions. A review of the data shows that, during the 2019-2020 school year, we had a total of 34 suspensions. This equates to 3.4 suspensions per 100 students. This is on par with the state average and places Rhodes Elementary as ranked sixth highest in our district (elementary schools only).

Action Steps to decrease our percentage of students (per 100) in total suspensions:

- 1. Utilize our school behavior coach to provide preventative interventions.**
- 2. Provide school-wide professional development in culture/climate, specifically Capturing Kids' Hearts training and CKH Recharge.**
- 3. The MTSS Leadership Team will monitor discipline data and provide interventions to struggling students, as needed.**
- 4. Continue to implement our school wide Positive Behavior Support Program.**

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 families represented at W. H. Rhodes Elementary School have many opportunities to be involved in the planning, review, and improvement of instruction, the Title I Program, and other aspects of our school that have an impact on the school culture and climate. We have an active Parent Teacher Organization and School Advisory Council that provides stakeholders the platform to be involved in school improvement related decisions. The goal of our various family engagement events is to establish partnerships 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 these events to help the school faculty and administration reflect upon the strengths and weaknesses of these events and our effectiveness at creating productive and positive family partnerships. At the end of the year, our families are asked to complete a satisfaction survey. Administration reviews the results of this survey for future planning.

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

Our Parent, Student, and Teacher Compact outlines how school employees, parents, and students will share responsibilities for academic achievement and stakeholder partnerships. The items listed below specifically address agreed upon actions each stakeholder will take to promote a positive culture and environment at W. H. Rhodes Elementary School:

School Employees:

1. Communicate effectively with students and parents using multiple platforms.
2. Provide a nurturing and engaging environment that is conducive to learning.
3. Show respect for each child and family and listen to their concerns.

Parents:

1. Help my child to resolve conflicts in a positive way.
2. Participate and be involved in my child's education.
3. Respectfully communicate with school personnel directly prior to utilizing public forums or social media.

Students:

1. Be respectful to other students and adults.
2. Obey my classroom social contract and the PAWS Expectations.

Though not specifically listed on our Parent, Student, and Teacher Compact, our community stakeholders play an active role in promoting a positive culture and environment at our school by:

1. Participating in committees that take part in providing feedback, decision making, and supporting school functions, such as SAC and PTO.