

Santa Rosa County School District

W. H. Rhodes Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: B (56%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

W. H. Rhodes Elementary School

5563 BYROM ST, Milton, FL 32570

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">79%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">33%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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.

To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Reaves, Kacie	Principal	<ul style="list-style-type: none"> - Manage and administer the overall activities of assessing development of 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	<ul style="list-style-type: none"> - Assist the principal in planning, implementing, and evaluating the school instructional and improvement programs. - Coordinate all aspects of elementary curriculum. - Recommend curriculum adjustments to meet the unique learning needs of individual students. - Oversee the day to day operations of the school, including attendance, safety, and discipline.
Reilly, Teresa	Other	<ul style="list-style-type: none"> - Assist the administrative team in planning, implementing, and evaluating the school instructional and improvement programs. - Assist the administrative team in coordinating all aspects of the elementary curriculum. - Assist the administrative team in the management of the day to day operations of the school, including attendance, safety, and discipline.
Stone, Denise	Instructional Media	<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	<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.
Cannon, Traycie	School Counselor	<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. - Assist the administrative team with the day to day operations related to attendance.
Hancock, Heidi	Reading Coach	<ul style="list-style-type: none"> - Plan, coordinate, and implement professional development in the areas of literacy based on formal and informal data assessment. - Collaborate with the school's leadership team, data teams, and literacy

Name	Position Title	Job Duties and Responsibilities
		<p>leadership team to determine the strengths and areas for improvement relating to literacy.</p>
Blackwell, Amy	Other	<ul style="list-style-type: none"> - Provide information, training, and support for families and educators related to interventions. - 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	<ul style="list-style-type: none"> - Provide information, training, and support for families and educators related to interventions. - 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	<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, parents, and teachers of students in Tier II and Tier III to modify behaviors to achieve successful outcomes.
Benavides, Emily	Other	<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 on the improvement of student outcomes. - Collaborate with other professionals and support personnel in the delivery of a multi-tiered system of support for all students.
Yelverton, Penny	Parent Engagement Liaison	<ul style="list-style-type: none"> - Collaborate with school leadership to develop, implement, and manage a mentoring program to create successful outcomes for our most vulnerable students. - Collaborate with school leadership to develop, implement, and manage our school volunteer program to increase community and parent engagement within the school. - Collaborate with school leadership to develop, implement, and manage ongoing partnerships with local businesses to support school improvement initiatives.

Demographic Information

Principal start date
 Saturday 8/1/2020, Kacie Reaves

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

78

Total number of students enrolled at the school

813

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

15

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

10

Demographic Data

Early Warning Systems

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	115	138	131	124	124	147	0	0	0	0	0	0	0	779
Attendance below 90 percent	20	46	33	35	27	38	0	0	0	0	0	0	0	199
One or more suspensions	1	9	5	8	10	18	0	0	0	0	0	0	0	51
Course failure in ELA	0	3	6	7	5	3	0	0	0	0	0	0	0	24
Course failure in Math	0	0	2	5	7	4	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	23	45	0	0	0	0	0	0	0	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	30	50	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	3	7	9	22	28	0	0	0	0	0	0	0	70

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	11	4	2	0	0	0	0	0	0	0	0	25
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

Saturday 8/20/2022

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

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

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	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	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	65%	56%				55%	68%	57%
ELA Learning Gains	51%						56%	64%	58%
ELA Lowest 25th Percentile	43%						52%	56%	53%
Math Achievement	50%	45%	50%				62%	72%	63%
Math Learning Gains	51%						66%	67%	62%
Math Lowest 25th Percentile	45%						48%	52%	51%
Science Achievement	33%	68%	59%				51%	65%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	71%	-8%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	41%	66%	-25%	58%	-17%
Cohort Comparison		-63%				
05	2022					
	2019	57%	69%	-12%	56%	1%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	71%	-13%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	61%	73%	-12%	64%	-3%
Cohort Comparison		-58%				
05	2022					
	2019	63%	71%	-8%	60%	3%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	65%	-18%	53%	-6%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	32	39	30	29	36	30	18				
BLK	43	49	42	38	56	67	8				
HSP	38	39		46	47		30				
MUL	48	42		52	44		27				
WHT	54	57	46	52	52	42	39				
FRL	47	49	45	46	49	45	29				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
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	323
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

1. Slight decline in Learning Gains of our Lowest Quartile in ELA and Math (4% decline in ELA and 3% decline in Math). Despite a slight decline, this data has remained relatively consistent over the last few years.
2. Significant gain in overall ELA proficiency from 41% in 2021 to 50% in 2022.
3. Drastic loss in science proficiency from 47% in 2021 to 34% in 2022.
4. Our fifth grade data in comparison to other assessed grade levels is lower in all components. Example- our 3rd grade ELA proficiency is 53% compared to our 5th grade ELA proficiency of 45%.

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

1. Fifth grade science scores had the most dramatic loss from 47% proficiency in 2021 to 34% proficiency in 2022. This is a dramatic loss in comparison to historical data for science proficiency as well. Historical data shows average proficiency in science in the high 40 to low 50 range.
2. Our fifth grade data in comparison to other assessed grade levels is lower in all components.
3. Overall math proficiency dropped from 55% in 2021 to 49% in 2022.

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

1 and 2. Our fifth grade team experienced staffing changes throughout the year that we feel contributed to an overall decline in all fifth grade scores, including science. We began the year with 2 out of 6 fifth grade teachers being new to the school and grade level. During the year, one teacher resigned leaving the class with a substitute for over a month. Additionally, the district adopted a new ELA curriculum in the 2020-2021 school year.

With a new curriculum, much focus and attention was placed on the ELA curriculum, taking away from

the focus on both math and science. To address all of these needs:

- a. Administration will continue to conduct frequent informal observations with feedback with a focus low performing teachers/classrooms, based on data.
- b. The master schedule has been revised to add additional math and science minutes to the fifth grade schedule.
- c. The Special Area Team will gather all fifth grade students once every 8 school days to conduct STEAM activities during the special area time.
- d. Fifth grade will deliver a daily spiral review of 3rd, 4th, and 5th grade science standards.
- e. Professional Development will be delivered in a balanced approach to maintain focus on all subjects.
- f. Grade levels will meet monthly to review all data and cooperatively plan. A member of the leadership team will attend these meetings.

3. Administration will work with the district math department to deliver relevant math professional development opportunities.

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

1. Overall ELA proficiency increase from 41% in 2021 to 50% in 2022.
2. Our 3rd and 4th grade data was stronger in all components. Based on internal calculations, our school grade would have been a letter grade higher if based only on 3rd and 4th grade data.

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

1. The district adopted a new ELA curriculum in the 2020-2021 school year that was both robust and rigorous. Leadership set the expectation at the beginning of the year, and throughout the year, that fidelity to the new ELA curriculum and district approved interventions was non-negotiable.
2. We have a strong intervention team that delivers research based interventions to our most vulnerable students. These interventionist play a valuable role in the MTSS process and help individualize interventions to meet the needs of these students. Additionally, our 3rd and 4th grade teams were cohesive teams and actively participated in collaborative planning.

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

Much focus will be placed on our 5th grade classrooms this year. Strategies being implemented are:

1. Administration will continue to conduct frequent informal observations with feedback with a focus low performing teachers/classrooms, based on data (in all grade levels).
2. The master schedule has been revised to add additional math and science minutes to the fifth grade schedule.
3. The Special Area Team will be gathering all fifth grade students once every 8 school days to conduct STEAM activities during the special area time.
4. Administration will work with the math/science department to deliver relevant PD, based on needs, for all grade levels.
5. Fifth grade will deliver a daily spiral review of 3rd, 4th, and 5th grade science standards.
6. The School Leadership Team has identified students in the lowest quartile for both 4th and 5th grade.

These students are being paired with a school based mentor that will check in with them weekly to set and track individual goal, data track, and communicate needs with parents and teachers.

7. All grade levels will meet monthly to review all data and cooperatively plan. A member of the leadership team will attend these meetings. The following day, the leadership team will meet to assess needs, brainstorm solutions, and allocate available resources.

8. Additional time was added to the intervention block in the master schedule for grades K-4. This allows our classroom teachers two rotations of Tier II intervention during each intervention block.

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.

1. In-house professional development opportunities will be delivered quarterly. Faculty members from within WHRE will be identified by administration as innovative in specific best practices. Multiple sessions will be offered during this In-house PD. Teachers will be allowed to choose which session they attend based on their own data.

2. Each teacher will observe another classroom twice during the year (once each semester). Administration has provided teachers with a reflection document and a reporting platform to track these observations. Teachers are given the freedom to select who they observe and for what specific purpose.

3. Administration will be conducting an optional book study on "The Power of Student Teams" by Michael Toth. The book is about the power of student-led academic teaming. Mr. Toth was a keynote speaker at the Summer 2022 Building Expertise Educators' Conference in Orlando. His work is research based with evidence to support student led teaming having significant impact on student achievement as well as social, emotional, and cognitive learning.

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

1. We will maintain a focus on climate and culture. Each faculty/staff member will participate in refresher Capturing Kids' Hearts Training, as it is available. All faculty and staff new to W. H. Rhodes will also participate in the full CKH initial training course.

2. Having an additional members of the administrative and guidance teams has heighten the resources needed for a more intentional focus on effective truancy practices.

3. Our Climate and Culture Committee will explore opportunities to ensure inclusivity in our curriculum and resources and opportunities to reflect the culture of all stakeholders.

4. This year, we have added an additional employee through Title I funds that is tasked with developing and maintaining effective volunteer and mentoring programs. As the Family Engagement Liaison, this employee is working with outside agencies, families, and volunteers to serve as mentors and provide resources to our most vulnerable students.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:**

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

Based on our 2022 FSA-ELA data, 52% of our 3rd and 4th grade students (current 4th and 5th grade students) were proficient on FSA- ELA. When student are able to fluently execute and coordinate language comprehension and word recognition skill they can comprehend grade level text and show proficiency.

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

Goal: 3rd through 5th grade students will use language comprehension and word recognition skill and strategies to comprehend grade level text, as evidenced by FAST ELA PM 3 showing 55% proficiency.

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

The School Leadership Team, led by the principal, meets monthly to review progress monitoring data (such as reports from HMM Weekly Assessments, FAST, STAR, AR, and Imagine Learning, as well as intervention and MTSS data). The Leadership Team will conduct walkthroughs and provide feedback by conferencing with teachers to ensure that research-based strategies are being utilized. This team will assess progress and make instructional changes, as needed. This information will also drive professional development offerings and 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:
Describe the evidence-based strategy being implemented for this Area of Focus.**

The Leadership Team will engage teachers in an ongoing learning cycle which includes professional development based on needs, frequent classroom visits with small action steps related to instructional practices, and feedback on implementation of prior recommendations. (Hattie Effect Size= 0.70).

Throughout this learning cycle, needs will be identified and supports provided, as needed. These supports may include: professional development from outside agencies, including curriculum providers, community mental health agencies, and educational agencies; in-house curriculum experts (Literacy Coach, AISs, model classroom teachers); and district level curriculum trainers and teachers on special assignment.

An additional layer of the ongoing learning cycle will include data analysis at a school level, as well as with individual teachers, and grade levels. This data will be used to inform the learning cycle throughout the year.

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

At the beginning of the school year, the faculty and staff at W. H. Rhodes developed a set of beliefs. One common belief shared is that “Our investments matter because our students are more than a data point; they have the capability to learn and grow”. The purpose behind this Learning Cycle is to build upon this sense of student and teacher efficacy (Hattie Effect Size= 1.57).

Action Steps to Implement

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

Maintain and frequently review data sheets that inform the learning cycle, including notes on classroom walkthroughs, progress monitoring data, and stakeholder surveys.

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

Utilize supplemental resources to address the academic needs of students.

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

#2. Instructional Practice specifically relating to Math

**Area of Focus
Description and
Rationale:**

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

Based on 2021 data, only 49% of our students in third through fifth grade met proficiency on the 2021-2022 FSA in Math. This is a 6% decrease from 2020-2021. When a student applies foundational math skills accompanied by grade level strategies, they are able to demonstrate proficiency on grade level assessments.

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

Our goal for the 2022-2023 is for 55% of our third through fifth grade students to demonstrate proficiency on the PM3 FAST Assessment.

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

The School Leadership Team, led by the principal, meets monthly to review progress monitoring data (such as reports from HMM Weekly Assessments, FAST, STAR, AR, and Imagine Learning, as well as intervention and MTSS data). The Leadership Team will conduct walkthroughs and provide feedback by conferencing with teachers to ensure that research based- strategies are being utilized. This team will assess progress and make instructional changes, as needed. This information will also drive professional development offerings and 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:
Describe the evidence-based strategy being implemented for this Area of Focus.**

The Leadership Team will engage teachers in an ongoing learning cycle which includes professional development based on needs, frequent classroom visits with small action steps related to instructional practices, and feedback on implementation of prior recommendations. (Hattie Effect Size= 0.70).

Throughout this learning cycle, needs will be identified and supports provided, as needed. These supports may include: professional development from outside agencies, including curriculum providers, community mental health agencies, and educational agencies; in-house curriculum experts (Literacy Coach, AISs, model classroom teachers); and district level curriculum trainers and teachers on special assignment.

An additional layer of the ongoing learning cycle will include data analysis at a school level, as well as with individual teachers, and grade levels. This data will be used to inform the learning cycle throughout the year.

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

At the beginning of the school year, the faculty and staff at W. H. Rhodes developed a set of beliefs. One common belief shared is that, "Our investments matter because our students are more than a data point; they have the capability to learn and grow." The purpose behind this Learning Cycle is to build upon this sense of student and teacher efficacy (Hattie Effect Size= 1.57).

Action Steps to Implement

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

Maintain and frequently review data sheets that inform the learning cycle, including notes on classroom walkthroughs, progress monitoring data, and stakeholder surveys.

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

Utilize supplemental resources to address the academic needs of students.

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

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale: The Hispanic subgroup at W. H. Rhodes Elementary School has traditionally performed above the Federal Index of 41%. However, according to data, this subgroup performed just under this threshold at only 40% achieving overall proficiency.
Include a rationale that explains how it was identified as a critical need from the data reviewed. Rhodes Elementary School has a large SWD subgroup. Our SWD ELA and Math proficiency percentages are historically lower than other subgroups. According to 2021-2022 FSA data, only 31% of this population was proficient, which is below the national index of 41%. This is an 8% (39%) decline from 2018-2019 FSA data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Our goal for our Hispanic and SWD subgroups to reach the 41% Federal Index threshold (Hispanic: +1%, SWD: +10%).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. The School Leadership Team, led by the principal, meets monthly to review progress monitoring data (such as reports from HMM Weekly Assessments, FAST, STAR, AR, and Imagine Learning, as well as intervention and MTSS data). The Leadership Team will conduct walkthroughs and provide feedback by conferencing with teachers to ensure that research-based strategies are being utilized. This team will assess progress and make instructional changes, as needed. This information will also drive professional development offerings and 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:
Describe the evidence-based strategy being implemented for this Area of Focus. The School Leadership Team will identify students in these subgroups will benefit from mentoring and frequent data reviews. These students will be assigned a mentor to meet with on a regular basis.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific Self-Efficacy has 0.63 effect size according to Hattie. Through mentoring, our goal is to boost student self-efficacy through encouragement, reflection, and feedback.

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

Action Steps to Implement

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

Students will be assigned a mentor. Data of students involved in mentoring program will be tracked.

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

Utilize supplemental resources to address the academic needs of students.

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

#4. Instructional Practice specifically relating to Science

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

Based on 2021 FSA proficiency data, only 34% of our students in the fifth grade met proficiency on the 2021-2022 state science assessment. This is a 13% decrease from 2020-2021. When students are able to appropriately apply science skills and strategies, they are able to demonstrate proficiency on grade level assessments.

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

Multi-year data shows that our 5th grade science proficiency scores have averaged in the low 50s. Our goal is to exceed this prior average with 55% proficiency on the 2022-2023 fifth grade Progress Learning Assessment.

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

Administration maintains data sheets on all teachers by student. An additional column has been added this year to track student proficiency rates on science unit assessments. This information is reviewed frequently to assist with data driven decisions regarding professional development needs and instructional supports and changes. The administrative team will also conduct frequent classroom visits and provide feedback to teachers, including action steps related to research-based, high effect size instructional strategies.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being

Our fifth grade science block was expanded by an additional twenty minutes this year. Additionally, we made modifications to the master schedule to add a STEAM rotation to our eight day special area rotation schedule. Every eighth school day, our special area teachers (Art, Music, and PE) join together to conduct inquiry-based STEAM activities that support and review all 3rd-5th grade science standards with our fifth grade students. The special area teachers collaborate with the fifth grade teachers, administration, and district level STEAM leaders to plan lessons based on critical standards identified through data analysis. According to Hattie, the inquiry-based instruction students receive through

implemented for this Area of Focus.

STEAM has an effect size of 0.46 indicating the potential this type of instruction hold for accelerating student achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

STEAM is an interdisciplinary approach to teaching science using real-world applications. Science Standards necessitate inquiry-based instruction, which provides an equitable strategy for achieving mastery. Studies have shown that classrooms utilizing inquiry-based instruction outperform classrooms using traditional methods. This is true for females, males, and all ethnic groups at all ability levels.

Describe the resources/criteria used for selecting this strategy.

<https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=5972&context=etd>

Action Steps to Implement

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

Maintain and frequently review data sheets that inform the learning cycle, including notes on classroom walkthroughs, progress monitoring data, and stakeholder surveys.

Person

Responsible

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

Utilize supplemental resources to address the academic needs of students.

Person

Responsible

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

2021-2022 ELA -STAR D shows 61% of K-2 students reached proficiency. (KG-55%, 1st- 69%, and 2nd- 59%).

When students have proficient foundational literacy skills, they are able to apply phonics and phonological awareness practices to decode grade level text with fluency and comprehend meaning.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

2021-2022 ELA- FSA data shows 50% of 3-5 grade students reached proficiency (3rd- 53%, 4th- 51%, 5th -45%).

When student are able to fluently execute and coordinate language comprehension and word recognition skill they can comprehend grade level text.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Goal: Improved foundational literacy in K-2 students, as evidenced by FAST ELA PM3 data showing 65% proficiency.

Grades 3-5: Measureable Outcome(s)

Goal: 3rd through 5th grade students will use language comprehension and word recognition skill and strategies to comprehend grade level text, as evidenced by FAST ELA PM 3 showing 55% proficiency.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The School Leadership Team, led by the principal, meets monthly to review progress monitoring data (such as reports from HMH Weekly Assessments, FAST, STAR, AR, and Imagine Learning, as well as intervention and MTSS data). The Leadership Team will conduct walkthroughs and provide feedback by conferencing with teachers to ensure that research based strategies are being utilized. This team will assess progress and make instructional changes, as needed. This information will also drive professional development offerings and will be presented to grade levels to use in collaborative planning.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Reaves, Kacie, reavesk@santarosa.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

KG-2nd Programs used to address Foundational Literacy Skills:

Tier I- Houghton-Mifflin / Harcourt Core Curriculum (including Amira, Waggle, and Lalilo), Imagine Learning

Tier II- Mindplay, Houghton-Mifflin / Harcourt Intervention materials

Tier III- SIPPS, 95% Group Intervention Materials, Phonics Lessons Library

3rd-5th Programs used to address Language Comprehension:

Tier I- Houghton-Mifflin / Harcourt Core Curriculum and Imagine Learning

Tier II- Mindplay, Houghton-Mifflin / Harcourt Intervention materials

Tier III- Phonics for Reading, 95% Group Intervention materials (comprehension)

All practices and programs, other than Imagine Learning, are included in the K-12 Comprehensive Evidence-based Reading Plan, meet Florida's definition of evidence based and are aligned to the B.E.S.T. ELA Standards. W.H. Rhodes Elementary School is participated in a research study with Imagine Learning between 08/19 and 06/21. Our students using the program with fidelity demonstrated substantial gains on the STAR Reading Assessment.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The programs used in Kg-2nd, other than Imagine Learning, are all researched based programs approved by the Santa Rosa County School District and State of Florida for use as a core curriculum or intervention program used to build foundational literacy skills. Imagine Learning is also a research based program (listed on the ESSA Website) that builds on foundational literacy skills.

The programs used in 3rd -5th, other than Imagine Learning, are also all researched based programs approved by the Santa Rosa County School District and State of Florida for use as a core curriculum or intervention program used to build language comprehension skills. Imagine Learning is also a research based program (listed on the ESSA Website) that builds on language comprehension skills.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>The Leadership Team, in cooperation with the Literacy Leadership Team, will engage teachers in an ongoing learning cycle which includes professional development based on needs, frequent classroom visits with small action steps related to instructional practices, and feedback on implementation of prior recommendations. (Hattie Effect Size= 0.70).</p> <p>Throughout this learning cycle, needs will be identified and supports provided, as needed. These supports may include: professional development from outside agencies, including curriculum providers, community mental health agencies, and educational agencies; in-house curriculum experts; and district level curriculum trainers and teachers on special assignment.</p> <p>An additional layer of the ongoing learning cycle will include data analysis at a school level, as well as with individual teachers, and grade levels. This data will be used to inform the learning cycle throughout the year and gauge the effectiveness of the practices and programs used in the development of foundational and language comprehension skills.</p>	<p>Reaves, Kacie, reavesk@santarosa.k12.fl.us</p>
<p>Professional Learning: In-house curriculum experts (Literacy Coach, AISs, model classroom teachers) will provide professional learning opportunities for teachers on topics and resources related to foundational literacy skills and language comprehension. These PD experiences and supplemental resources will be used to address the academic needs of students.</p>	<p>Reaves, Kacie, reavesk@santarosa.k12.fl.us</p>

Positive Culture & Environment

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

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

For the past seven years, the faculty and staff at W. H. Rhodes Elementary School have been trained in the practices and strategies of The Capturing Kids' Hearts Program and are committed to this process. CKH practices cultivate relational capacity, improve school culture, and strengthen trust between adults and students. In addition to CKH practices, our school has an active Positive Behavior and Intervention Support Team that monitors Tier I student behavior and provides reinforcements for positive behaviors, as measured by our Schools' PAWS Expectations. Ours PAWS expectations are a set of agreed upon expectations that, when followed, lead to a respectful and positive climate for all stakeholders. These Expectations are:

- Positive Attitude
- Always Respectful

Work Hard

Stay Safe... That's the Jr. Panther Way!

A significant focus for the 2022-2023 school year will be on growing sustainable mentoring and volunteer partnerships to benefit our most vulnerable students while building a culture of shared commitment to the educational process and social/emotional wellbeing of our students.

Stakeholder input on the school's climate and culture is valued by school administration. 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 a growing Parent Teacher Organization and an active School Advisory Council that provides stakeholders the platform to be involved in school improvement related decisions. The goals of our various family engagement events are to establish partnerships with families in the education 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. Our families, students, and employees also participate in satisfaction surveys that guide administration in decision making.

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

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 climate 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.

Student:

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

Though not specifically listed in our Parent, Student, and Teacher Compact, our community stakeholders play an active role in promoting a positive culture and climate 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.
2. Participating in our volunteering and mentoring programs.