W. H. Rhodes Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

W. H. Rhodes Elementary School

5563 BYROM ST, Milton, FL 32570

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

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Reaves, Kacie	Principal	- 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
Reilly, Teresa	Assistant Principal	- 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.
Stone, Denise	Instructional Media	- 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.
Roberts, Tamara	School Counselor	- 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.
Hancock, Heidi	Instructional Coach	- 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 leadership team to determine the strengths and areas for improvement relating to literacy.
Blackwell, Amy	Curriculum Resource Teacher	- 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	Curriculum Resource Teacher	- Provide information, training, and support for families and educators related to interventions.

Name	Position Title	Job Duties and Responsibilities
		- 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.
Hall, Sondra	School Counselor	- 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.
Douvres, Laura	Behavior Specialist	- 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	- 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	- 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council includes members of our school leadership team, teachers, school staff, parents, and business community leaders. School administrators will meet with the School Advisory

Council on August 8, 2023 to review school data from the prior school year and gather input to be used in the development of the School Improvement Plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be reviewed following each progress monitoring assessment window. The school leadership team, which includes administrative, faculty, and staff members, will analyze holistic and subgroup data to determine the need for revisions to the School Improvement Plan to meet the needs of all student populations.

Additionally, each semester the principal and assistant principal will meet with district leaders including the Superintendent, assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	33%
2022-23 Economically Disadvantaged (FRL) Rate	79%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	25	40	37	29	25	26	0	0	0	182
One or more suspensions	1	5	7	4	1	5	0	0	0	23
Course failure in English Language Arts (ELA)	0	9	5	17	8	2	0	0	0	41
Course failure in Math	0	7	4	5	7	6	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	4	25	25	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	0	2	28	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	1	9	7	7	14	11	0	0	0	49

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	3	10	7	4	4	0	0	0	0	28
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	20	46	33	35	27	38	0	0	0	199
One or more suspensions	1	9	5	8	10	18	0	0	0	51
Course failure in ELA	0	3	6	7	5	3	0	0	0	24
Course failure in Math	0	0	2	5	7	4	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	2	23	45	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	3	30	50	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	1	0	0	0	0	1

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	4	11	4	2	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	20	46	33	35	27	38	0	0	0	199
One or more suspensions	1	9	5	8	10	18	0	0	0	51
Course failure in ELA	0	3	6	7	5	3	0	0	0	24
Course failure in Math	0	0	2	5	7	4	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	2	23	45	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	3	30	50	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	1	0	0	0	0	1

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	4	11	4	2	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	51	62	53	50	65	56	48		
ELA Learning Gains				51			49		
ELA Lowest 25th Percentile				43			48		
Math Achievement*	53	68	59	50	45	50	55		
Math Learning Gains				51			51		
Math Lowest 25th Percentile				45			48		
Science Achievement*	43	57	54	33	68	59	47		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress		77	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	199
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	4	
ELL				
AMI				
ASN				
BLK	20	Yes	1	1
HSP	57			
MUL	47			
PAC				
WHT	55			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL				
AMI				
ASN				
BLK	43			
HSP	40	Yes	1	
MUL	43			
PAC				
WHT	49			
FRL	44			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel. 2021-22	ELP Progress
All Students	51			53			43					
SWD	37			36			28				4	
ELL												
AMI												
ASN												
BLK	31			33			8				4	
HSP	68			45							2	
MUL	48			54			38				4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	53			57			56				4	
FRL	47			47			35				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	50	51	43	50	51	45	33					
SWD	32	39	30	29	36	30	18					
ELL												
AMI												
ASN												
BLK	43	49	42	38	56	67	8					
HSP	38	39		46	47		30					
MUL	48	42		52	44		27					
PAC												
WHT	54	57	46	52	52	42	39					
FRL	47	49	45	46	49	45	29					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	49	48	55	51	48	47					
SWD	34	29	30	30	25		22					
ELL												
AMI												
ASN												
BLK	30			38								
HSP	36			55								
MUL	51	33		52	50		43					
PAC												
WHT	54	61	73	59	55	53	52					
FRL	46	48	47	50	45	47	41					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	64%	-14%	54%	-4%
04	2023 - Spring	61%	68%	-7%	58%	3%
03	2023 - Spring	48%	61%	-13%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	70%	-16%	59%	-5%
04	2023 - Spring	66%	72%	-6%	61%	5%
05	2023 - Spring	48%	63%	-15%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	55%	-12%	51%	-8%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on state assessment data, our science scores increased by ten points in proficiency (33% to 43%). However, 5th grade science is still our lowest data component. Our fifth grade team experienced staffing changes throughout the year that we feel contributed to our fifth grade scores, including science scores. We began the year with half of our fifth grade teachers being new to the school and grade level. We experienced further staffing changes within this grade level within the school year.

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

Based on preliminary data, third grade math was our only decline in proficiency across all grade levels and data components, dropping from 56% proficiency to 49% proficiency. ELA scores were a focus of much of our professional development efforts and the topic of most PLCs during the school year. We feel this intense focus on ELA contributed to a decline in our third grade math scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on preliminary data, our 5th grade math scores demonstrated the greatest gap between the state average and school average. Our fifth grade team experienced staffing changes throughout the year that we feel contributed to our fifth grade scores, including math scores. We began the year with half out of our fifth grade teachers being new to the school and grade level. We experienced further staffing changes within this grade level within the school year.

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

Based on preliminary data, our 4th grade ELA proficiency increased from 51% to 66% proficiency. The actions following actions positively contributed to the improvement:
1) The district adopted a new ELA curriculum in the 2020-2021 school year that was both robust and rigorous. Leadership continues to emphasize the importance of using district supported curriculum and interventions, while allowing teachers to supplement, as needed, based on students needs.
2) We have a strong intervention team that delivers research based reading 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.
3) Our 4th grade team has been consistent and stable for several years. They are a cohesive team and actively participate in collaborative planning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A potential area of concern is student attendance. According to EWS data from 22-23, 199/756, or 26.3%, of our Kg-5th grade students were chronically absent (missing 10% or more days during the school year).

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

1. Enhance collaborative planning among grade levels to ensure that all students have access to rigorous, standards- based instruction that supports academic growth across all subjects. Our short-term focus will be on literacy standards-based instruction with the understanding that a strong literacy foundation enhances all curriculum areas.
2. Increase the number of classroom teachers utilizing the Academic Teaming Model of Instruction which will raise student achievement, engagement, provide all students with access to rigorous core instruction, and effective supports that will increase equity for our diverse student population.
3. In collaboration with Instructional Empowerment, school leadership will evaluate our current instructional practices and will develop long and short term goals that will better align our instructional environment to the Marzano Focused Teacher Evaluation Model. The FTEM is supported by wide research and demonstrates significantly increased student growth scores.
4. Decrease the percentage of students with absentee rates at or above 10%.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Despite small pockets of success and growth, along with significant leadership and faculty efforts over the past several years, school data continues to be stagnant overall. The authors of The Power of Student Teams state that student-led academic teaming, "raises student achievement and engagement, helps improve student behavior, and contributes to a growth mindset." We feel this model of instruction is a best fit for the needs of our student population and will contribute to steady and sustained academic growth.

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

Fifteen teachers and two administrators have received initial training on student-led academic teaming. Our short term goal is for 75% of our faculty to complete this initial training by the end of the 2023-2024 school year. Our long-term goal, within the next four school years, is for our entire faculty will be fully trained (five modules) on student-led academic teaming.

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

Administration maintains a spreadsheet with faculty cohort and module completion data. This spreadsheet is reviewed periodically as new cohorts are established and professional development opportunities are organized.
Administration participates in each professional development opportunity along with each cohort. Additionally, administration participates in scheduled walkthroughs with the Instruction Empowerment trainers following each professional development day (Collaboration for Implementation - C4I).

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In an effort to enhance an environment that supports positive student behaviors, a feeling of self-efficacy among all stakeholders, and a growth mindset, administration at W. H. Rhodes Elementary has elected to make the instructional practice of Student-Led Academic Teaming a priority. The authors of The Power of Student Teams state that student-led academic teaming, "raises student achievement and engagement, helps improve student behavior, and contributes to a growth mindset."

Toth, M and Sousa, D (2019). The Power of Student Teams. West Palm Beach, FL. Learning Sciences International.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The authors of The Power of Student Teams state that through student-led academic teaming, "students not only learn academic content, but they also interact socially and emotionally, building both advanced cognitive skills and strong interpersonal "soft" skills that will help them compete and be successful in the 21st-century workforce.

Toth, M and Sousa, D (2019). The Power of Student Teams. West Palm Beach, FL. Learning Sciences International.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

During the 2023-2024 School Year:
1. Administration will conduct a book study on The Power of Student Teams with cohorts 2 and 3.
2. Administration will organize, and cohort 1 will complete, professional development on The Academic Teaming Toolboxes 2 and 3.
3. Administration will organize, and cohort 2 will complete, professional development on The Academic Teaming Toolboxes 1 and 2.
4. Administration will organize, and cohort 3 will complete, professional development on The Academic Teaming Toolbox 1.

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

By When: By the end of the 2023-2024 school year.

During the 2024-2025 School Year:
1. Administration will conduct a book study on The Power of Student Teams with cohort 4. This will include any teachers new to WHRE.
2. Administration will organize, and cohort 1 will complete, professional development on The Academic Teaming Toolboxes 4 and 5.
3. Administration will organize, and cohort 2 will complete, professional development on The Academic Teaming Toolboxes 3 and 4.
4. Administration will organize, and cohort 3 will complete, professional development on The Academic Teaming Toolbox 2 and 3.
5. Administration will organize, and cohort 4 (including any teachers new to WHRE) will complete, professional development on The Academic Teaming Toolbox 1 and 2.

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

By When: By the end of the 2024-2025 school year.

During the 2025-2026 School Year:
1. Administration will organize, and cohort 2 will complete, professional development on The Academic Teaming Toolbox 5.
3. Administration will organize, and cohort 3 will complete, professional development on The Academic Teaming Toolbox 4 and 5.
4. Administration will organize, and cohort 4 (including any teachers new to WHRE) will complete, professional development on The Academic Teaming Toolbox 3 and 4.

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

By When: By the end of the 2025-2026 school year.

During the 2026-2027 School Year:
1. Administration will conduct a book study on The Power of Student Teams with any teachers new to WHRE and arrange needed professional development, as needed
2. Administration will organize, and cohort 4 will complete, professional development on The Academic Teaming Toolbox 5.

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

By When: By the end of the 2026-2027 school year.

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities have been a subgroup of concern at WHRE for several years, routinely falling under the Federal Index. Our Hispanic subgroup fell below the Federal Index during the 2021-2022 school year. Due to SIPs being due prior to 2022-2023 subgroup data being released from the state, we are including this subgroup in our Area of Focus- ESSA Subgroup category.

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

During the 2022-2023 school year, our SWD population had an overall Federal Index Score of 31. Our Hispanic population had an overall Federal Index Score of 40.
- SWD- Our long-term goal for our SWD population is for their Federal Index Score to rise by 4 points each year over the next 3 years (23-24=35+, 24-25= 39+, 25-26=41+).
- Our Hispanic subgroup has only fallen below the Federal Index Score once. Our goal is for this population to return to exceeding the Federal Index during the 2023-2024 school year and to make reasonable gains each year beyond that.

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

Following each Progress Monitoring Assessment, administration, along with our MTSS Interventionist, will analyze data to determine subgroups that are making low to minimal growth, as well as classrooms that are generally making low to minimal growth. This analysis will be in addition to, and in conjunction with, an ongoing review of classroom instructional practices utilizing Instructional Empowerment's Rigor Walk: Empowering Systems Growth Tool, which has very strong alignment with the Florida Teacher Evaluation Model.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using data provided through the review process described in the monitoring section above, administration will implement the Empowering Systems Growth Tool recommended action steps and utilize an ongoing feedback cycle to make improvements that have a positive impact on classroom instructional practices and meet the needs of all subgroups.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Instructional Empowerment is a transformational company that partners with schools and districts to build instructional systems and capacity. Instructional Empowerment's Applied Research Center is under the direction of a What Works Clearinghouse (WWC) Certified Reviewer. This ensures that their products and services are evidence-based and meet the needs of various student populations. Their website states, "If you want to build a collaborative, engaging learning culture in all classrooms that closes achievement gaps for all students, we promise to work shoulder-to-shoulder with you."

https://instructionalempowerment.com/applied-research-center/

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Following action steps suggested in our preliminary work with Instructional Empowerment, school leadership will conduct a 10-15 minute daily "stand-up" review of our current trends and progress towards short-term goals.

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

By When: Daily

School leadership will participate in weekly, grade-level Collaborative Instructional Development

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

By When: Weekly

School leadership will conduct one observation of each classroom monthly utilizing the Empowering Systems Growth Tool.

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

By When: Monthly

School leadership will conduct at least one observation of each classroom quarterly utilizing the Florida Teacher Evaluation Model.

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

By When: Quarterly

School leadership will share observation data, as well as progress towards short term goals with the instructional staff in our weekly newsletter and in monthly faculty meetings.

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

By When: Weekly/Monthly

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA proficiency at W. H. Rhodes Elementary has traditionally been an area of focus. For the 2020-2021 and 2021-2022 school years, our ELA proficiency rate was 48% and 50%, respectively. Falling at or below 50% proficiency put us in a category as a RAISE school. Preliminary data for the 2022-2023 school year shows our ELA proficiency rate at 53% which brings us out of RAISE status. However, to maintain this increase, and further increase our ELA proficiency rate, ELA needs to remain an area of focus.

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

Our long-term goal is to achieve a school grade of an A (62% + points) within the next three years. Though ELA proficiency is only one component of a school grade, it is reasonable to state that it drives achievement in all other components as well. Therefore, our long term goal is for our ELA proficiency to rise by 3 points each year (2023-2024=56+, 2024-2025= 59+, 2025-2026= 62+) for the next three years.

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

Following each PM Assessment, administration, along with our MTSS Interventionist, will analyze subject, grade, and classroom data to determine strengths and weaknesses within the instructional program. This analysis will be in addition to, and in conjunction with, an ongoing review of classroom instructional practices utilizing Instructional Empowerment's Rigor Walk: Empowering Systems Growth Tool, which has very strong alignment with the Florida Teacher Evaluation Model.

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our partnership with Instructional Empowerment has a two-fold focus on academic improvements. First, it guides our professional development and institutional implementation of student led- academic teaming. Second, it guides our work with the Rigor Walk: Empowering Systems Growth Tool which serves as a metric for conditions and instructional rigor, tracks data trends, and provides actionable and transparent data to drive the leadership/instructional feedback loop.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Instructional Empowerment is a transformational company that partners with schools and districts to build instructional systems and capacity. Instructional Empowerment's Applied Research Center is under the direction of a What Works Clearinghouse (WWC) Certified Reviewer. This ensures that their products and services, including the Empowering Systems Growth Tool and Student Led-Academic Teaming, are evidence-based and meet the needs of various student populations. Their website states, "If you want to build a collaborative, engaging learning culture in all classrooms that closes achievement gaps for all students, we promise to work shoulder-to-shoulder with you."

The authors of The Power of Student Teams state that "Student-led teaming- when properly implemented-raises student achievement and engagement, helps improve student behavior, and contributes to a growth mindset."

-https://instructionalempowerment.com/applied-research-center/

-Toth, M and Sousa, D (2019). The Power of Student Teams. West Palm Beach, FL. Learning Sciences International.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Following action steps suggested in our preliminary work with Instructional Empowerment, school leadership will arrange and participate in professional development related to student-led academic teaming.

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

By When: Throughout the school year

School leadership will continually monitor and evaluate the implementation of student-led academic teaming.

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

By When: Throughout the school year

School leadership will conduct a 10-15 minute daily "stand-up" review of our current trends and progress towards short-term goals.

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

By When: Daily

School leadership will participate in weekly, ELA standards-based grade-level Collaborative Instructional Development sessions.

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

By When: Weekly

School leadership will conduct at least one observation of each classroom monthly utilizing the Empowering Systems Growth Tool.

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

By When: Monthly

School leadership will conduct at least one observation of each classroom quarterly utilizing the Florida Teacher Evaluation Model.

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

By When: Quarterly

School leadership will share observation data, as well as progress towards short term goals, with the instructional staff in our weekly school newsletter and during monthly faculty meeting.

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

By When: Weekly/Monthly

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on state assessment data, our science scores increased by ten points in proficiency (33% to 43%). However, 5th grade science is still our lowest data component.

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

Our long-term goal is to achieve a school grade of an A (62% + points) within the next three years. Though science proficiency is only one component of a school grade, it easily decreases overall data when as significantly skewed as in 2021-2022 (33% proficiency). The long term goal is for our science proficiency scores to rise by 4 points each year (2023-2024=47+, 2024-2025= 51+, 2025-2026= 55+) for the next three years. This will make achieving an A much more accessible.

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

Administration, along with our MTSS Interventionist, will regularly analyze subject, grade, and classroom data to determine strengths and weaknesses within the instructional program. This analysis will be in addition to, and in conjunction with, an ongoing review of classroom instructional practices, that impact all subjects, utilizing Instructional Empowerment's Rigor Walk: Empowering Systems Growth Tool, which has very strong alignment with the Florida Teacher Evaluation Model.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our partnership with Instructional Empowerment has a two-fold focus on academic improvements. First, it guides our professional development and institutional implementation of student led- academic teaming, which has proven to have positive impacts on all subject areas. Second, it guides our work with the Rigor Walk: Empowering Systems Growth Tool which serves as a metric for conditions and instructional rigor, tracks data trends, and provides actionable and transparent data to drive the leadership/instructional feedback loop.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Instructional Empowerment is a transformational company that partners with schools and districts to build instructional systems and capacity. Instructional Empowerment's Applied Research Center is under the direction of a What Works Clearinghouse (WWC) Certified Reviewer. This ensures that their products and services, including the Empowering Systems Growth Tool and Student Led-Academic Teaming, are evidence-based and meet the needs of various student populations across all curriculum. Their website states, "If you want to build a collaborative, engaging learning culture in all classrooms that closes achievement gaps for all students, we promise to work shoulder-to-shoulder with you."

The authors of The Power of Student Teams state that "Student-led teaming- when properly implemented- raises student achievement and engagement, helps improve student behavior, and contributes to a growth mindset."

-https://instructionalempowerment.com/applied-research-center/

-Toth, M and Sousa, D (2019). The Power of Student Teams. West Palm Beach, FL. Learning Sciences International.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Following action steps suggested in our preliminary work with Instructional Empowerment, school leadership will arrange and participate in professional development related to student-led academic teaming.

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

By When: Throughout the year.

School leadership will continually monitor and evaluate the implementation of student-led academic teaming.

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

By When: Throughout the year.

School leadership will conduct a 10-15 minute daily "stand-up" review of our current trends and progress towards short-term goals.

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

By When: Daily

School leadership will conduct at least one observation of each classroom monthly utilizing the Empowering Systems Growth Tool.

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

By When: Throughout the year.

School leadership will conduct at least one observation of each classroom quarterly utilizing the Florida Teacher Evaluation Model.

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

By When: Throughout the year.

School leadership will share observation data, as well as progress towards short term goals, with the instructional staff in our weekly school newsletter and during monthly faculty meeting.

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

By When: Monthly/weekly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our key focus over the next three years will be increasing academic rigor through standards-based instruction and creating and sustaining a climate that supports student engagement through peer collaboration. Our partnership and work with Instructional Empowerment, including Student-Led Academic Teaming Professional Development and the utilization of the Rigor Walk Empowering System's Growth Tool, will be the driving strategies to achieving success in these areas. This work will be funded exclusively with Title I funding.

Additional Title I funding has been allocated to providing key personnel to support the mission and vision of the school. These personnel include two Academic Intervention Specialists, a behavior paraprofessional, and a Community and Family Liaison.
-The literacy experts support the intervention process and ensure that our most academically vulnerable students receive high quality instruction and intervention to help close their achievement gaps.
-The behavior para supports the behavioral intervention plans of our at-risks students. The goal of this position is to identify, implement, and ensure the use of appropriate behavioral and social/emotional interventions to decrease negative behaviors and increase academic time-on task.
- The Community/Family Liaison manages our various mentoring programs designed to support at-risk students, collaborates with community and business partners to support school initiatives, and organizes a growing volunteer program.

In addition to these allocations, Title I funds are used to purchase supplemental curriculum (traditional and digital), as well as the technology needed to utilize the digital programs, that support and enhance the core curriculum and assist our instructional staff in creating individualized learning paths for each student.

To ensure funds are being allocated appropriately and student needs are being met, the School Improvement Plan will be reviewed following each progress monitoring assessment window. The school leadership team, which includes administrative, faculty, and staff members, will analyze holistic and subgroup data to determine the need for revisions to the School Improvement Plan and ensure that strategies and resources we are implementing are meeting the needs of all student populations.

Additionally, each semester the principal and assistant principal will meet with district leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/ Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

2022-2023 ELA- STAR D shows that 36.3% of K-2 students did not reach proficiency (KG-36%, 1st-37%, and 2nd- 37%). 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 of text.

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

2022-2023 ELA FAST C data shows 45.7% of students in grades 3-5 did not reach proficiency (3rd-50%, 4th- 37%, and 5th- 50%). When students are able to fluently execute and coordinate language comprehension and word recognition skills 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 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 Measurable Outcomes

Goal: Improve foundational literacy in students in grades K-2, as evidenced by 2023-2024 FAST ELA PM3 data showing 65% proficiency (a reduction in those not proficient from 36.3% to 35% or less).

Grades 3-5 Measurable Outcomes

Goal: 3rd through 5th grade students will use language comprehension and word recognition skills and strategies to comprehend grade level text, as evidenced by 2023-2024 FAST ELA PM3 data showing 55% proficiency (a reduction in those not proficient from 45.7% to 45% or less).

Monitoring

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 impact student achievement outcomes.

Following each PM Assessment, administration, along with our MTSS Interventionist and the Literacy Leadership Team, will analyze subject, grade, and classroom data to determine strengths and weaknesses within the instructional program and make changes, as needed. This analysis will be in addition to, and in conjunction with, an ongoing review of classroom instructional practices utilizing Instructional Empowerment's Rigor Walk: Empowering Systems Growth Tool, which has very strong alignment with the Florida Teacher Evaluation Model. 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

Description:
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. §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 and Structured Literacy (including Amira, Waggle, and Lalilo), and IXL
Tier II- Mindplay, Houghton-Mifflin- Harcourt Intervention Materials, UFLI
Tier III- SIPPS, 95% Group Intervention Materials, Phonics Lesson Library

3rd-5th Programs used to address Language Comprehension:
Tier I- Houghton-Mifflin- Harcourt Core Curriculum and IXL
Tier II- Mindplay, Houghton-Mifflin- Harcourt Intervention Materials
Tier III- Phonics for Reading, 95% Group Intervention materials (comprehension), UFLI, SIPPS

All practices and programs are included in the K-12 Comprehensive Evidence-Based Reading Plan, meet the Florida's definition of evidence based, and are aligned to the B.E.S.T ELA Standards.

IXL meets the criteria for Tier II evidence-based interventions set by the U.S. Department of Education's Every Student Succeeds Act (ESSA). It is aligned with the Florida's B.E.S.T. Standards and the Florida Early Learning and Developmental Standards, providing comprehensive coverage of language arts concepts and applications.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The programs used in KG-2nd are all research based programs approved by the Santa Rosa County School District and State of Florida for use as a core curriculum, supplemental, or intervention program used to build foundational literacy skills.
The programs used in 3rd-5th grade are also all research based programs approved by the Santa Rosa County School District and State of Florida for use as a core curriculum, supplemental, or intervention program used to build 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
Literacy Leadership 1: Following each PM Assessment, administration, along with our MTSS Interventionist and the Literacy Leadership Team, will analyze subject, grade, and classroom data to determine strengths and weaknesses within the instructional program and make changes, as needed.	Reaves, Kacie, reavesk@santarosa.k12.fl.us
Literacy Leadership 2:School leadership and the Literacy Leadership Team (as available) will participate in weekly, ELA standards-based grade-level Collaborative Instructional Development sessions with each grade level.	Reaves, Kacie, reavesk@santarosa.k12.fl.us
Literacy Coaching 1: School leadership will conduct at least one observation of each classroom monthly utilizing the Empowering Systems Growth Tool and one observation per quarter utilizing the Florida Teacher Evaluation Model. The Literacy Coach will be utilized, as needs are identified, to provide coaching in areas of need.	Reaves, Kacie, reavesk@santarosa.k12.fl.us
Literacy Coaching 2: The Literacy Coach will facilitate weekly, ELA standards-based, grade-level Collaborative Instructional Development sessions.	Hancock, Heidi, hancockh@santarosa.k12.fl.us
Assessment 1: Following each PM Assessment, administration, along with our MTSS Interventionist and the Literacy Leadership Team, will analyze subject, grade, and classroom data to determine strengths and weaknesses within the instructional program and make changes, as needed.	Reaves, Kacie, reavesk@santarosa.k12.fl.us
Assessment 2: School leadership will share assessment data, as well as progress toward short term goals, with the instructional staff following each PM assessment through our weekly newsletter, during monthly faculty meetings, and/or in our weekly Collaborative Instructional Development Meetings.	Reaves, Kacie, reavesk@santarosa.k12.fl.us
Professional Learning 1: Following action steps suggested in our preliminary work with Instructional Empowerment, school leadership will arrange and participate in professional development related to student-led academic teaming.	Reaves, Kacie, reavesk@santarosa.k12.fl.us
Professional Learning 2: Analysis of strengths and weaknesses of classroom instructional practices at WHRE, utilizing both the Instructional Empowerment's Rigor Walk: Empowering Systems Growth Tool and the Florida Teacher Evaluation Model, will be used to determine professional development offerings.	Reaves, Kacie, reavesk@santarosa.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We will disseminate our SIP through multiple methods:
- It will be posted on our school website (https://res.santarosaschools.org/en-US)
- A printed copy will be placed in our Title I binder in the front office/parent resource area.
- We will review it at a first and second semester SAC meeting.
- We will post on our school Facebook page.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

W. H. Rhodes Elementary is committed to sustaining a culture of mutual respect and collaboration between our stakeholders. We will approach this commitment through various avenues:

- We will host family engagement events throughout the year. The goal of our various family engagement events is 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.

-A significant focus for the 2023-2024 school year will be on growing sustainable mentoring and volunteer
partnerships between our family / community members and students to benefit our most vulnerable students while building a culture of shared commitment to the educational process and social/emotional wellbeing of our students. This work will be led, in conjunction with school leadership, by our Title I funded Family and Community Liaison.

-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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Our approach to long-term, sustainable, and achievable academic gains is through a multi-step approach to strengthening the instructional practices at W. H. Rhodes Elementary.
-Over the next three years, we will engage in a partnership with Instructional Empowerment to provide professional development on student-led academic teaming, rigorous standards-based instruction, collaborative planning, and data driven feedback loops.
-School administration will work with Instructional Empowerment to evaluate the instructional program, set realistic short-term and long-term goals, track relevant data, and engage teachers in data driven feedback loops.
-This school year, we have made a major adjustment to our master schedule to provide grade levels one hour per week, during the school day, to engage in collaborative instructional development of standards-

based lessons paired with learning goals and activities that assess student knowledge at the appropriate taxonomy level.
-Our teachers will engage in Professional Learning Communities.
-We will utilize various supplemental curriculums (digital and traditional) and technology tools to enhance the core curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a