Santa Rosa County School District

BENNETT C RUSSELL ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

The Bennett C .Russell Elementary family is committed to providing a safe and welcoming environment where students, their caregivers, and staff thrive academically, socially, and emotionally.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Daniel Baxley

BaxleyC@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

As principal, Mr. Baxley provides strategic direction for Bennett C Russell Elementary, manages and administers the standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities. He also serves as an integral member of our MTSS team.

Leadership Team Member #2

Employee's Name

Jamie Cain

cainj1@santarosa.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

As assistant principal, Mrs. Cain assists the principal in the following: manage and administer the standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff, and oversee facilities and safety. She also serves as an integral member of our MTSS team .

Leadership Team Member #3

Employee's Name
Kari Carter

carterk@santarosa.k12.fl.us

Position Title
Title I Interventionist

Job Duties and Responsibilities

As instructional coach, Mrs. Carter manages, supervises and implements the early intervention reading program for our students who struggle in reading. She also provides professional development for our instructional staff and opportunities for families to support literacy learning at home. She assists in data analysis and serves on the MTSS team.

Leadership Team Member #4

Employee's Name
Faith Ellard

EllardF@santarosa.k12.fl.us

Position Title
Dean

Job Duties and Responsibilities

As Dean of Students, Mrs. Ellard will oversee discipline and student consequences along with the assistant principal. Monitor our school's, School Based Threat Management, and behavior MTSS as well as work with our behavior coach to monitor and improve our PBIS program.

Leadership Team Member #5

Employee's Name

Tracy Lewis

LewisT@santarosa.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

As guidance counselor, Ms. Lewis serves as an integral part of our Multi Tiered System of Support (MTSS) team. She provides support for our students, families, and staff; acts as a liaison to the community; coordinates all assessments; assist in providing training related to policies and procedures relating to all required assessments; and provides training on emotional/social needs of our student population.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Russell Elementary invites stakeholders to plan using historical schoolwide data to identify areas of focused improvement and give input for evidence-based intervention strategies to address areas of focus. This is fulfilled through our School Advisory Council, social media advertisement and monthly newsletters for feedback, as well as the school leadership team.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Russell will regularly monitor through classroom walkthroughs, data meetings, MTSS meetings, surveys, staff input and make adjustments as needed. The SIP is also presented at the school's initial SAC meeting and put on our school's website in order to encourage input from parents and other stakeholders. At Russell Elementary we believe in data driven decisions. The continuous

improvement department conducts a review each semester for SIP monitoring.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**66.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: B** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	130	138	152	140	139	128				827
Absent 10% or more school days	27	22	16	15	16	24				120
One or more suspensions	14	5	6	3	3	10				41
Course failure in English Language Arts (ELA)	0	2	5	12	4	4				27
Course failure in Math	0	2	5	7	2	2				18
Level 1 on statewide ELA assessment	21	40	34	29	26	24				174
Level 1 on statewide Math assessment	0	2	5	7	2	2				18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	6	15	19	0	22				68
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2026-27

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	14	13	13	17	12	18				87

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	6	3	9	3	0				22
Students retained two or more times	0	0	0	0	1	3				4

Prior Year (2025-26) As Last 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	
School Enrollment		125	160	138	160	126				709
Absent 10% or more school days		25	26	18	20	23				112
One or more suspensions		4	6	4	4	2				20
Course failure in English Language Arts (ELA)			5	2	10	9				26
Course failure in Math			2	3	4	5				14
Level 1 on statewide ELA assessment		37	55	51	26	16				185
Level 1 on statewide Math assessment		40	57	50	21	15				183
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		4	4	16	5	10				39
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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		12	17	15	12	20				76

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	8	3	6	4				24
Students retained two or more times						3				3

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	57	64	62	52	64	59	59	64	57
Grade 3 ELA Achievement	63	68	61	50	63	59	56	65	58
ELA Learning Gains	57	59	63	50	60	60	60	61	60
ELA Lowest 25th Percentile	50	50	58	48	54	56	49	54	57
Math Achievement*	60	69	66	54	67	64	57	68	62
Math Learning Gains	62	62	64	52	60	63	52	61	62
Math Lowest 25th Percentile	40	42	50	41	41	51	43	48	52
Science Achievement	38	59	62	50	57	58	47	59	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	63		56	61

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	427
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
53%	50%	53%	55%	52%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	38%	Yes	7	
English Language Learners	50%	No		
Black/African American Students	39%	Yes	2	
Hispanic Students	55%	No		
Multiracial Students	57%	No		
White Students	54%	No		
Economically Disadvantaged Students	48%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	57%	63%	57%	50%	60%	62%	40%	38%					
Students With Disabilities	30%	39%	48%	55%	37%	48%	33%	10%					
English Language Learners	55%				45%								
Black/African American Students	31%		33%		41%	52%							
Hispanic Students	57%	50%	68%		53%	69%		33%					
Multiracial Students	57%	63%	69%	73%	63%	57%		18%					
White Students	59%	67%	56%	47%	63%	62%	37%	43%					
Economically Disadvantaged Students	50%	56%	53%	49%	53%	56%	37%	32%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	52%	50%	50%	48%	54%	52%	41%	50%					
Students With Disabilities	25%	23%	39%	47%	27%	35%	42%	19%					
Black/African American Students	38%	46%	33%		38%	33%							
Hispanic Students	45%	37%	50%		50%	64%							
Multiracial Students	52%	60%	46%	10%	43%	58%		36%					
White Students	54%	50%	52%	60%	58%	51%	35%	53%					
Economically Disadvantaged Students	44%	39%	48%	49%	46%	46%	35%	44%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	59%	56%	60%	49%	57%	52%	43%	47%					
Students With Disabilities	35%	35%	45%	32%	24%	43%	32%	24%					
Black/African American Students	58%		83%		53%	50%							
Hispanic Students	64%	64%			72%								
Multiracial Students	51%	50%	57%		54%	54%		36%					
White Students	60%	55%	59%	42%	56%	51%	40%	50%					
Economically Disadvantaged Students	52%	47%	60%	46%	53%	49%	42%	39%					

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	68%	-8%	60%	0%
ELA	4	62%	64%	-2%	60%	2%
ELA	5	44%	64%	-20%	61%	-17%
Math	3	58%	73%	-15%	66%	-8%
Math	4	72%	70%	2%	65%	7%
Math	5	47%	65%	-18%	62%	-15%
Science	5	38%	59%	-21%	60%	-22%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The area with the most improvement is 3rd grade ELA proficiency (+13) and ELA 3rd grade SWD (+16).

Lowest Performance

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

Our data shows that 5th grade Science Achievement is our lowest performing area.

Greatest Decline

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

5th grade Science Achievement had our greatest decline (10%).

Greatest Gap

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.

5th grade Science Achievement showed the greatest gap when compared to the state (-22).

EWS Areas of Concern

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

2nd and 3rd graders that scored level 1 on thee ELA statewide assessment as well as the number of 2nd and 3rd graders scoring level 1 on the statewide Math assessment.

Highest Priorities

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

1. 5th Grade ELA Achievement (based on RAISE)
2. 5th Grade Science Achievement
3. ELA Learning Gains for SWD and BLK ESSA Groups
4. Math Learning Gains for SWD and BLK ESSA Groups
5. Science Achievement for SWD

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Reflecting on our 25-26 data, BRE's ELA achievement is at 57%. However, 5th grade achievement was only 44%. This is a 9% drop from the 24-25 school year and a 7% gap in the school's ELA achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 26-27 school year, our priority is to have 5th grade ELA proficiency above 50% on the PM3 assessment. Overall, the goal is to have our Learning Gains of students in grades 3-5 increase by 5%, which would be 60% on the PM3 assessment. Our long term goal is increasing both proficiency and Student growth to 65% or above on the PM3 assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student Performance: HMH ELA curriculum and the module assessments will be used to analyze each student's grade-level standards, specifically foundational skills and comprehension. The Literacy Coach and administration will meet regularly with each grade to review student performance on module assessments. State FAST assessments will also provide the team with data used to evaluate learning.
Teacher Instruction: Admin will ensure that all teachers are utilizing the pacing guides and resources with consistency and fidelity, will ensure all our students receive high quality instruction in the Florida Standards. The Literacy Coach will work with teachers to analyze BEST standards, FAST data and grade level data rigorous standards-based instruction that focus on the five core components of instruction (explicit, systematic, scaffold, differentiated, and corrective feedback) to be implemented in

the classroom. The Literacy Coach and admin will conduct walk throughs and feedback by conferencing with teachers to ensure that research-based strategies are being utilized in the classroom. Intervention Progress Monitoring: Monthly MTSS meetings will be held to review progress of Tier II and Tier III.

Person responsible for monitoring outcome
Daniel Baxley, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
RE will utilize a comprehensive program, HMH, (effect size .72) K-5 that it is aligned with Florida B.E.S.T standard explicit, multisensory and differentiated instruction. Teachers will target ESSA groups with a specific focus on found comprehension, vocabulary strategies, and writing skills. Teachers will provide opportunities for students to practice skills with feedback. BRE will have a focus on intervention programs (effect size .72) for students with learning needs (Tier II and III). The programs such as HMH Read/Respond Journals, FSWSS, 95%, SIPPS, and Amira can be found on our District Literacy Plan with all having a strong or moderate rating on ESSA. BRE teachers and students will participate in a framework that promotes leadership at all levels, from administration to students, by using scales/rubrics targeting grade level B.E.S.T. standards to increase collective teacher efficacy(effect size 1.57).

Rationale:
Bennett C. Russell Elementary provides evidence-based instruction at the highest level to create independent readers and writers. Based on the research from John Hattie, these programs have the highest effect on student achievement as well as scale ratings. The HMH comprehensive reading program (effect size 0.72) will strengthen the Tier I core by providing systematic instruction of the new B.E.S.T standards. In addition, we believe that when students achieve, this helps to build teacher efficacy (effect size 1.57). Students will gain understanding of progression of learning through self-reported grades through utilization of scales and rubrics. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Literacy Coaching

Person Monitoring: **By When/Frequency:**

Jamie Cain, Assistant Principal — End of 2026-2027 School year, as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Literacy Coach and admin, will meet biweekly with grade level teachers using the practice profile framework, observe classrooms to ensure teachers are using evidence based strategies, and will conference with teachers to promote growth and change.
2. The Literacy Coach will meet individually with teachers based on teacher need and support for ongoing coaching to increase teacher efficacy.
3. The admin and literacy coach will meet biweekly to plan, implement, and review the school's reading programs/to ensure continued improvement and increase student outcomes.
4. The Literacy Coach will provide professional development for the RAISE goals, increasing foundational literacy using evidence-based strategies and skills to comprehend complex text.

Action Step #2
Student-led Academic Teams

Person Monitoring:
Daniel Baxley, Principal

By When/Frequency:
End of the 2026-2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student-led academic teams offer numerous benefits for our school and students. By giving students the opportunity to lead and participate in academic teams, we empower them to take ownership of their learning and develop critical skills such as collaboration, communication, and leadership. Student-led teams also promote a sense of responsibility and accountability, as students work together to achieve common academic goals. Additionally, these teams can help to foster a positive learning environment, where students feel valued and respected for their contributions. Overall, implementing student-led academic teams can lead to improved academic performance, increased engagement, and a stronger sense of community within our school. Professional Development on Student Led Academic Teams will be provided by Learning Sciences.

Action Step #3
Multi-Tiered System of Support (MTSS)

Person Monitoring:
Kari Carter

By When/Frequency:
Beginning September 2026 and continuing through the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The MTSS team will meet regularly to review student data, determine student needs, and place students in intervention to meet those needs. Students who demonstrate the need for academic support will receive district-approved ELA interventions in attempt to close the gap and promote student achievement. Data will be recorded weekly or bi-weekly in order to track student progress and determine if additional support is needed. Small-group math intervention may be provided to students by the classroom teacher, Reading Coach, or Reading Interventionist. Those responsible for providing intervention will develop and teach standards-based lessons that address specific student needs. Utilizing the Reading Coach and Reading Interventionist will allow the needs to be met of all students utilizing the MTSS framework. Interventionist, Reading Coach, and Teachers will utilize state approved intervention materials, such as 95%, SIPPS, Phonics for Reading, etc.

Action Step #4
Collaborative planning using Pacing Guides

Person Monitoring:
Daniel Baxley

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grades levels will be following district pacing guides to ensure that every class and grade levels are teaching state standards and using district provided resources. The leadership team will meet monthly to review classroom data and progress monitoring data to ensure that teachers are monitoring for success in the classroom on state standards. Grade levels will meet monthly as well to ensure that all teachers understand and follow the pacing guide for their grade level. Grade levels will have collaborative planning sessions using pacing guides.

Action Step #5
Renaissance Learning

Person Monitoring:
Jamie Cain

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our goal this year is to use the the AR program with fidelity across all grade levels. The data reflected that the majority of students were not meeting their quarterly goals and were not achieving 85% or above on average AR test. This year our literacy coach and administration will regularly monitor and celebrate achieving these goals as a school. The goal is that 70% of our students to use the program with fidelity.

Action Step #6
Extended-Day Tutoring

Person Monitoring:

By When/Frequency:
End of April 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will identify students who qualify for extended day tutoring for ELA based on PM 2 data. The students identified will participate in tutoring sessions focused on student needs.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

BRE's ELA Achievement for Students with Disabilities is 30%, 3rd Grade ELA was 39%. The math achievement for SWD is also lower than the federal index at 37%. Science achievement was also below 41% with achievement only 10%.

The rationale for why this subgroup is not proficient in ELA is due to lack of foundational skills in ELA.

In science, exposure to science vocabulary and content is limited.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal for 2026-2027 school year is for SWD and Black/African American subgroups to meet the Federal Index of 41% by focusing specifically on ELA achievement, ELA and Math learning gains in 4th and 5th grade and science achievement in 5th grade.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our students will be monitored in a variety ways throughout the year. In addition to the progress monitoring assessments (STAR/FAST), data from the module assessments offered through the ELA (HMH) and Math (McGraw-Hill Reveal) curriculum will be used to monitor outcomes. ESE teachers will monitor IEP goals and provide progress reports at each midterm and quarter. All identified subgroups will be served in a Tier II, III intervention setting if applicable. In addition to data, we will monitor growth through walk throughs during intervention time, MTSS and student IEP meetings.

Person responsible for monitoring outcome

Daniel Baxley, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Subgroups will be monitored through MTSS team to ensure progress is made. When adequate progress is not made, research-based intervention will be delivered to increase learning (effect size.77). Our MTSS Team (Daniel Baxley (Principal), Jamie Cain (Assistant Principal), Tracy Lewis (guidance), Reading Coach, Kari Carter (interventionist), teachers, and parents (one on one meetings) meet with grade levels each month to analyze Tier I, II, and III data to make instructional changes based on progress monitoring data. The MTSS team implements researched-based strategies and interventions to close the achievement gap of all students.

Rationale:

“Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement” (1). According to the What Works Clearinghouse, “providing mathematics and English language arts interventions through a research based Multi-tiered system of support”, is backed by strong evidence and is a Tier 1 Intervention (2). (1) https://visible-learning.org/glossary

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Family Engagement Events & Activities

Person Monitoring:
Daniel Baxley, Principal

By When/Frequency:
End of 26-27 school year, Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Family nights and individualized parent workshops to build family knowledge and their skill set in ELA/Math/Science standards to help be a partner in their child's education and close the achievement gap. Early data meetings with the parents of students with disabilities and Black/African American students will be held to inform parents of student's performance, learning needs and academic goals.

Action Step #2
Professional Learning

Person Monitoring:
Jamie Cain

By When/Frequency:
Ongoing throughout 26-27 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional Learning (Leverage Leadership PLC's, Student Teaming PLC and Book Study, District led Best Practices through the ESE, Literacy and Math Department, UDL). This professional learning will strengthen the daily instruction and assist in implementing the best practices to help the subgroups of students to be successful. Inclusion and Dual Certified teachers will participate in district ESE Professional Development opportunities during the school year to ensure that our teachers are using the best practices for Inclusion model.

Action Step #3
Interventions

Person Monitoring:
Daniel Baxley, Principal

By When/Frequency:
Ongoing throughout 26-27 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Interventionists and/or ESE teachers will administer vetted informal assessments to identify gaps in reading and address these gaps during intervention. Use of intervention resources for all subgroups from the ELA and math curriculum, as well as research-based interventions (95%, Phonics for Reading, LLI, etc.) for Tier II and Tier III. Computer Based Intervention Programs such as iReady.

Action Step #4
Multi-tiered System of Support

Person Monitoring:
Kari Carter

By When/Frequency:
Ongoing throughout 26-27 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly MTSS meetings to discuss student data and interventions. Parents will be invited and encouraged to attend these meetings.

Action Step #5
Collaborative planning using Pacing Guides

Person Monitoring:
Daniel Baxley

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grades levels will be following district pacing guides to ensure that every class and grade level are teaching state standards and using district provided resources. Self-contained and inclusion teachers will use these pacing guides and are expected to meet with grade level they serve. The leadership team will meet monthly to review classroom data and progress monitoring data to ensure that teachers are monitoring for success in the classroom on state standards. Grade levels will meet monthly as well to ensure that all teachers understand and follow the pacing guide for their grade level. Grade levels will have collaborative planning sessions using pacing guides.

Action Step #6
Mentoring

Person Monitoring:
Daniel Baxley

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mentoring opportunities for SWD and Black/African American Students who are at risk. Mentors will be used to build connections, set goals, and encourage high achievement. Adult staff mentors such as school counselors (CDAC, Military, and School), Success Coach, Behavior Coach, Dean, administration, and special area teachers will be established and these mentors will be partnered with our at-risk students.

Action Step #7
Computer programs

Person Monitoring:
Jamie Cain

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will utilize computer programs such as iReady, Lexia, AR, IXL, Reflex, and Frax to build foundational skills for the targeted ESSA subgroups. The programs will be monitored monthly and reports provided to the Inclusion and Dual-Certified teachers to review for fidelity usage.

Action Step #8
Extended-Day Tutoring

Person Monitoring:
Daniel Baxley

By When/Frequency:
End of April 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will identify SWD's who qualify for extended day tutoring for science, ELA and math. The students identified will participate in tutoring sessions focused on student needs.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Bennett Russell's Science achievement on PM 3 was 38%, which is -12 from the 24-25 school year. Our SWD subgroup was only 10% in Science. The data shows that we need to have a focus on standard based science instruction schoolwide. The rationale for this drop is lack of focusing on standards, teacher turnover during the school year and teacher inexperience.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal for the 26-27 school year is to improve our science achievement to the district average (currently 59%), the ultimate goal is reaching 65% or higher on the PM3 assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Bennett Russell Elementary will focus on effective instructional practices through walk throughs and rigor walks which will inform admin of classroom instructional practices, coaching cycles which will provide teachers with feedback needed to improve instruction, professional development targeted to the needs of our teachers, and ongoing progress monitoring data using Progress Learning.

Person responsible for monitoring outcome

Jamie Cain, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The administrative team will be conducting bi-weekly classroom walkthroughs and rigor walks to ensure that Tier I Instruction is aligned with standards utilizing the rigorous learning scales built together in Leverage Leadership PLCs. The team will be looking for rigorous activities and lesson

plans that focus on standards. Based on the data obtained from rigor walk outcomes, the team will be providing feedback (effect size .74) to teachers and analyzing effectiveness through Leverage Leadership framework. Through the consistency of this framework, the expectation is for teachers to build their self-efficacy (effect size 1.57) and promote best feedback practices to students (effect size .74) and self-reporting of grades (effect size 1.33). https://ies.ed.gov/ncee/wwc/essa https://visible-learning.org/hattie-ranking-influences-effect-sizes

Rationale:
As teachers build their own conceptual knowledge of the science standards/curriculum, it is expected for students to also strengthen their knowledge base in math. According to Principles to Actions: Ensuring Mathematical Success for All, "Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems." We strongly believe in the power of professional growth and the value of purposeful, targeted professional development. As stated in Leverage Leadership 2.0 "the real purpose of observation and feedback is not to evaluate teacher but to develop them". https://ies.ed.gov/ncee/wwc/essa https://visible learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ https://www.nctm.org/PtA/ Bambrick-Santoyo, Paul, 1972-. Leverage Leadership : a Practical Guide to Building Exceptional Schools. San Francisco :Jossey Bass, 2012.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Collaborative planning using Pacing Guides

Person Monitoring:
Daniel Baxley

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grades levels will be following district pacing guides to ensure that every class and grade level are teaching state standards and using district provided resources. The leadership team will meet monthly to review classroom data and progress monitoring data to ensure that teachers are monitoring for success in the classroom on state standards. Grade levels will meet monthly as well to ensure that all teachers understand and follow the pacing guide for their grade level. Grade levels will have collaborative planning sessions using pacing guides.

Action Step #2
Student-Led Academic Teaming

Person Monitoring:
Daniel Baxley

By When/Frequency:
Endo of 26-27 school year, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement student-led academic teaming for Tier 1 math instruction. Through this

framework, students will lead and facilitate learning as the teacher provides guidance and resources. Student-led academic teaming will focus on higher-level tasks, group interaction, and visible student thinking to encourage high engagement and student achievement. Teachers who are not currently utilizing student-led academic teaming will have the opportunity to receive training on the framework.

Action Step #3
Professional Development Provided by District Personnel

Person Monitoring:
Jamie Cain

By When/Frequency:
End of 26-27 school year, Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Faculty will participate in applicable and intentional professional learning opportunities with district personnel including Meghan Hall, coordinator of math and science, and Erin Dozier, elementary math specialist. Professional development by district personnel may include training on best practices, curriculum support, data chats, modeling/co-teaching/co-planning/observing, standards review, learning scales, and intervention support. These professional learning opportunities will be based on data collected during rigor walks, conversations with admin, and current student data.

Action Step #4
Extended Day Tutoring

Person Monitoring:
Daniel Baxley

By When/Frequency:
End of April 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will identify students that are not proficient in science according to PM 2 to qualify for extended day tutoring. The students identified will participate in tutoring sessions focused test taking strategies and 5th grade science standards.

Action Step #5
Computer Program

Person Monitoring:
Jamie Cain

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will utilize IXL to build foundational skills for the targeted science standards. The programs will be monitored monthly and reports provided to the Inclusion and Dual-Certified teachers to review for fidelity usage.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

Based on the 25-26 school year, the retention rate for Instructional personal was 83% and educational support staff was % Additionally, based on student, parent, and teacher surveys, **there was a decline in all surveys**. A contributing factor was due to a low number of participation in the surveys. Due to the shortage of qualified instructional staff, BRE had to collapse (integrate students from other full-size classrooms) four classrooms. This created very large student-to-teacher ratios per classroom. Therefore, teacher retention is a need for our school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Short Term: The goal for Russell is to increase the retention rate for instructional and educational support staff by 2% to increase consistency across the grade levels and school as a whole. Also, a goal is to see a .20 increase in each satisfaction survey (student, teacher, and parent).

Long Term Goal: The goal for Russell is to create a school environment to where the retention rate is consistently 90% or higher and student, teacher, and parent surveys are above the district average.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area will be monitored through retention rates provided by district as well as surveys completed by students, parents, and teachers.

Person responsible for monitoring outcome

Daniel Baxley, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Focus will be on new teacher mentoring, teacher professional development, and support from school leaders.

Rationale:

Induction Programs and Mentoring "In recent years, there has been growing policy interest in induction and mentoring strategies. These are designed to provide additional support and development for teachers, usually in the early years of their career, with a view to retaining them within the profession [49,50]. While there is a large body of research on mentoring/induction programs that has purportedly examined the “impact” of induction and mentoring on teacher

retention, most are limited to single-group causal comparative analysis, correlating teachers' participation in these programmes with their self-reported intention to stay in teaching [51]. A systematic review on the role of mentors on retention of newly qualified teachers could not find conclusive evidence of a positive impact [52]. Only three studies within the review reported positive effects, but all were correlational studies (not based on experimental designs). The report called for closer scrutiny of the relationship between induction and retention and highlighted the need for more robust and reliable research in this area. Moreover, given the often complex or multi-faceted nature of induction/mentoring programs, it can sometimes be difficult to understand which of the mechanisms or 'ingredients' within them are likely to drive any impact on retention. Further high-quality research focusing on these areas is particularly needed at present in order to inform the development and implementation of new policies on induction and mentoring."

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Mentor (TIP) teachers will be assigned for new teachers to BRE.

Person Monitoring:
Jamie Cain

By When/Frequency:
Beginning of 26-27 school year, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
These mentors will meet with new teachers biweekly and provide support to new teachers on our campus. There will be one assigned to new k-2 teachers and another to grade 3-5 teachers. Logs will be maintained during meeting times.

Action Step #2
Communication

Person Monitoring:
Daniel Baxley

By When/Frequency:
Beginning of 26-27 school year, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
These mentors will meet with new teachers biweekly and provide support to new teachers on our campus. There will be one assigned to new k-2 teachers and another to grade 3-5 teachers. Logs will be maintained during meeting times. Prioritize strong onboarding.

Action Step #3
Focus on Wellness

Person Monitoring:
Jamie Cain

By When/Frequency:
Beginning of 2-276 school year, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The BRE Sunshine Committee will plan monthly "events" to lift morale and create a sense of family among the staff.

Action Step #4
Increase teacher satisfaction

Person Monitoring:
Jamie Cain

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct quarterly climate surveys and implement staff-suggested improvements.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Our SIP will be publicly available at: https://www.bre.santarosaschools.org/ We will disseminate our SIP with our school leadership team, message on our social media stating where to view the plan on our webpage, with our SAC committee as well as our Boosters to keep them aware of the goals we are working towards as a school.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The website that our school's Parental and Family Engagement Plan can be found is: https://www.bre.santarosaschools.org/
Russell's plan to build these relationships include frequent communication through newsletters, social media, and the district's app for parent communication We have plans to encourage family participation by having quarterly Family nights that are subject are focused as well as data conferences with parents early in the school year.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section

1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Russell Elementary invites stakeholders to plan using historical schoolwide data to identify areas of focused improvement and give input for evidence-based intervention strategies to address areas of focus. This is fulfilled through our School Advisory Council, social media advertisement and monthly newsletters for feedback, as well as the school leadership team.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Improving our students' skills outside the academic subject areas at BRE involves CDAC counseling with 15% of our students, behavior coach support who also is involved with behavior MTSS, a military counselor and of course our school counselor.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

BRE prepares students for an awareness of careers through our district's CTE program.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our school has implemented PBIS for behavior. We have a behavior coach that handles our behavior MTSS as well as behavior monitoring plans.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V),

ESEA Section 1114(b)(7)(A)(iii)(V)).

Each summer Russell has a "sneak peek" for our incoming kindergarteners. During this time we meet with the parents, screen the incoming students and offer services such as child find. We have partnered with the local military base to have their pre-k tour our school and answer questions from parents about their child starting school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The process to review school improvement funding allocations to ensure resources are allocated based on needs is to identify the areas that need improvement. A plan is put in place of how to identify ways to address the problems with a focus on a few priority areas. Strategies are then put into action by way of research-based interventions through classroom teachers, Interventionists, and paraprofessionals. Goals are created and monitored through the MTSS (Multi-Tiered System of Supports). Students are tracked by attendance, academics and behavior. Funding allocations are used to ensure this process is done for the school to increase student achievement.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The data in 3rd-5th grade in all state components indicates that students still struggle with grade level standards and require additional instruction and tiered support. BRE will utilize a comprehensive curriculum in the core areas in grades K-5 that is aligned with Florida B.E.S.T standard explicit, multisensory and differentiated instruction. Teachers will target ESSA groups with a focus on instruction applicable and intentional that encapsulates ELA, Math, Science and Writing. Teachers will provide opportunities for students to practice skills with feedback while following a scale and rubric to track their own progress and show a progression of learning. BRE will have a focus on intervention programs for students with specific learning needs (Tier II and III) and monitored through MTSS. BRE teachers and students will participate in a framework that promotes leadership at all levels, from administration to students, through the instructional strategy of Student Led Academic Teaming. Additional resources are to include computer assisted academic support such as Accelerated Reader, C-Palms, Progress Learning and Defined Learning to support small group instruction. Hiring of additional staff such as a Title I interventionist and a Success Coach, and three ESE inclusion paraprofessionals to support students and close achievement gaps due to lack of basic skills, background knowledge, confidence, support at home, behavior and attendance. With an increased focus on high expectations, strong instruction, appropriate assignments, deep engagement, and relationship building, the goal is that by the end of the 26-27 school year, overall student achievement and growth will substantially increase.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00