

Sarasota County Schools

# Phillippi Shores Elementary School



2020-21 Schoolwide Improvement Plan

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# Phillippi Shores Elementary School

4747 S TAMIAMI TRL, Sarasota, FL 34231

www.sarasotacountyschools.net/phillippi

## Demographics

Principal: Holly Staley

Start Date for this Principal: 11/10/2008

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	40%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (77%) 2017-18: A (66%) 2016-17: A (72%) 2015-16: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Sarasota County School Board.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# Phillippi Shores Elementary School

4747 S TAMIAMI TRL, Sarasota, FL 34231

www.sarasotacountyschools.net/phillippi

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	No	36%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The family of Phillippi Shores Elementary School strives to grow inward, outward, and upward as we inquire, think, communicate, and take creative risks.

#### **Provide the school's vision statement.**

Phillippi Shores Elementary School has a universal vision of continually improving the quality of learning opportunities for students. Students develop academically, emotionally, and physically to their highest potential in an environment that is stimulating, caring, and supportive. Constructed on a foundation of trust, respect, and high expectations, our students become knowledgeable, principled, caring, open-minded, and well-balanced. The collaborative effort of parents and staff enables each student to strive for excellence, to build a positive self-image, and to develop a love for learning.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Foster, Allison	Principal	<p>The Principal of Phillippi Shores Elementary School serves as the instructional leader for the school, which includes creating a leadership team comprised of teachers representing each grade level and department within the school. The team meets twice a month to discuss academic and procedural topics, implement the SIP, and facilitate PBS/Rtl as a related, but distinct process for the CARE (Children at Risk in Education) eligibility determination process. Additionally, the principal provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing Rtl; ensures implementation of intervention support and documentation to make sure adequate professional development is offered to support Rtl implementation; communicates with parents regarding school-based Rtl plans and activities; and oversees building operational decisions. The Principal also serves as the instructional leader for the administrative team which meets weekly to discuss academic and procedural topics related to the SIP, utilize the Sarasota County School Dashboard to analyze relevant school profile data for the purpose of problem analysis, review and revise Rtl infrastructure already established, analyze data in order to identify trends and groups in need of more intervention, and establish programs and support for students and staff.</p>
Quintana, Tina	Assistant Principal	<p>The Assistant Principal works directly with the principal to provide a common vision for the use of data-based decision making; ensure that the school-based team is implementing Rtl; ensure implementation of intervention support and documentation to make sure adequate professional development is offered to support Rtl implementation; communicate with parents regarding school based Rtl plans and activities, and oversee building operational decisions. The Assistant Principal also serves as an instructional leader on the administrative team, which meets weekly to discuss academic and procedural topics related to the SIP, utilize the Sarasota County School Dashboard to analyze relevant school profile data for the purpose of problem analysis, review and revise Rtl infrastructure already established, analyze data in order to identify trends and groups in need of more intervention, and establish programs and support for students and staff.</p>
Matthews, Ann	Administrative Support	<p>The ESOL Liaison serves on the School Leadership Team of Phillippi Shores IB World School and the Administrative Team. The Administrative Team meets weekly with the Principal and Assistant Principal to discuss academic and procedural topics, implement the SIP plan, and facilitate PBS/Rtl as a related, but distinct process from the CARE (Children at Risk in Education) eligibility determination process. Every member of the team has an equal voice and decisions are made through consensus and data driven decision making.</p>
Achille, Lisa	Administrative Support	<p>The Gifted/Testing Coordinator serves on the School Leadership Team of Phillippi Shores IB World School and the Administrative Team. The Administrative Team meets weekly with the Principal and Assistant Principal to discuss academic and procedural topics, implement the SIP</p>



Name	Title	Job Duties and Responsibilities
		<p>plan, and facilitate PBS/Rtl as a related, but distinct process from the CARE (Children at Risk in Education) eligibility determination process. Every member of the team has an equal voice and decisions are made through consensus and data driven decision making.</p>
Cantillo, Mary	School Counselor	<p>The Guidance Counselor serves on the School Leadership Team of Phillippi Shores IB World School and the Administrative Team. The Administrative Team meets weekly with the Principal and Assistant Principal to discuss academic and procedural topics, implement the SIP plan, and facilitate PBS/Rtl as a related, but distinct process from the CARE (Children at Risk in Education) eligibility determination process. Every member of the team has an equal voice and decisions are made through consensus and data driven decision making.</p>
Slattery, Tina	Teacher, K-12	<p>General Education Teacher - Represents Kindergarten: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).</p>
Willis, Jennifer	Teacher, K-12	<p>General Education Teacher - Represents First Grade: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).</p>
Lund, Amy	Teacher, K-12	<p>General Education Teacher - Represents Second Grade: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).</p>
Aquila, Judy	Teacher, ESE	<p>The ESE Teacher represents the ESE department and provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to</p>

Name	Title	Job Duties and Responsibilities
		implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
Pitts, Danielle	Administrative Support	The ESE Liaison serves on the School Leadership Team of Phillippi Shores IB World School and the Administrative Team. The Administrative Team meets weekly with the Principal and Assistant Principal to discuss academic and procedural topics, implement the SIP plan, and facilitate PBS/RtI as a related, but distinct process from the CARE (Children at Risk in Education) eligibility determination process. Every member of the team has an equal voice and decisions are made through consensus and data driven decision making.
Valach, Kathryn	Teacher, K-12	General Education Teacher - Represents Fifth Grade: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
Trapani, Suzette	Teacher, K-12	General Education Teacher - Represents Fourth Grade: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
Marsh, Jill	Teacher, K-12	General Education Teacher - Represents Third Grade: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research-based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).

## Demographic Information

**Principal start date**

Monday 11/10/2008, Holly Staley

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

43

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

0

**Total number of teacher positions allocated to the school**

56

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	40%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (77%) 2017-18: A (66%) 2016-17: A (72%) 2015-16: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>

<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	106	129	136	137	136	131	0	0	0	0	0	0	0	775
Attendance below 90 percent	1	6	5	8	12	12	0	0	0	0	0	0	0	44
One or more suspensions	0	8	3	4	6	2	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	4	0	0	0	0	0	0	0	10

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	2	3	11	7	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	0	2	8	3	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 9/29/2020

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	128	131	145	134	133	126	0	0	0	0	0	0	0	797
Attendance below 90 percent	0	10	10	10	10	13	0	0	0	0	0	0	0	53
One or more suspensions	0	2	3	2	2	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	6	11	0	0	0	0	0	0	0	22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	2	1	9	0	0	0	0	0	0	0	15

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	5	6	6	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	128	131	145	134	133	126	0	0	0	0	0	0	0	797
Attendance below 90 percent	0	10	10	10	10	13	0	0	0	0	0	0	0	53
One or more suspensions	0	2	3	2	2	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	6	11	0	0	0	0	0	0	0	22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	2	1	9	0	0	0	0	0	0	0	15

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	5	6	6	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	80%	68%	57%	78%	68%	55%
ELA Learning Gains	73%	62%	58%	71%	63%	57%
ELA Lowest 25th Percentile	56%	53%	53%	52%	54%	52%
Math Achievement	87%	73%	63%	82%	72%	61%
Math Learning Gains	90%	67%	62%	79%	68%	61%
Math Lowest 25th Percentile	79%	53%	51%	63%	57%	51%
Science Achievement	74%	65%	53%	80%	64%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	83%	70%	13%	58%	25%
	2018	74%	68%	6%	57%	17%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	81%	67%	14%	58%	23%
	2018	76%	67%	9%	56%	20%
Same Grade Comparison		5%				
Cohort Comparison		7%				
05	2019	72%	68%	4%	56%	16%
	2018	68%	66%	2%	55%	13%
Same Grade Comparison		4%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	82%	73%	9%	62%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	76%	72%	4%	62%	14%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	85%	72%	13%	64%	21%
	2018	86%	71%	15%	62%	24%
Same Grade Comparison		-1%				
Cohort Comparison		9%				
05	2019	89%	70%	19%	60%	29%
	2018	86%	72%	14%	61%	25%
Same Grade Comparison		3%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	74%	65%	9%	53%	21%
	2018	73%	67%	6%	55%	18%
Same Grade Comparison		1%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	49	37	65	76	64	48				
ELL	48	67	67	84	100						
BLK	46	64	57	53	68	50					
HSP	69	67	53	88	91	92	59				
MUL	84	71		89	100						
WHT	87	75	57	91	91	85	82				
FRL	67	64	52	78	83	72	57				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	42	48	38	51	56	52	16				
ELL	48	56		56	44						
BLK	29	35	25	39	44	44	14				
HSP	64	53	38	79	67	50	61				
MUL	80	83		90	92						
WHT	84	70	41	90	78	71	87				
FRL	64	52	35	75	67	47	61				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	38	51	46	50	56	54	41				
ELL	61	71		71	60						
BLK	24	39	31	18	36	41					
HSP	72	74	58	85	77	54	84				
MUL	82	61		89	100		92				
WHT	87	77	61	89	83	75	82				
FRL	65	63	52	72	70	59	66				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	89
Total Points Earned for the Federal Index	628
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	76
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0



<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	86
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant 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 the previous data from the 2018-19 school year, ELA learning gains of the lowest 25% was the area demonstrating the lowest performance. Although that had been a trend for the prior three years, the data from the 2018-19 school year showed a significant improvement of 20% as compared to the 2017-18 school year. During the 2018-19 school year, teachers in ELA participated in district professional development and our staff was consistent throughout the year, compared to the previous year. This had a significant positive impact on the ELA data.

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

Based on the 2018-19 school year, there was not a significant decline in any academic area. All academic components and monitoring elements showed an increase. Science data had the smallest increase in improvement with only 2% higher proficiency scores over the previous year's data.

**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.**

According to the 2018-19 data, Phillippi Shores outperformed the state by 15-28% in all academic categories. The area with the lowest difference was ELA Lowest 25th Percentile. Students performed 2% better than the state average. This continues to be an area of focus and need for improvement in school, district, and state performance.

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

According to the previous year's data, math learning gains of the lowest 25% showed the most improvement for the 2018-19 school year. Students in this category increased by 21% as compared to the 2017-18 school year. This is the highest percentage of increased performance in this category in the last four years. Highly effective teaching, spiral review, mentoring, in class support from administration, Falcon Academy after school tutoring, morning computer lab, and use of IXL Math and iReady math all contributed to the 21% improvement. These actions continued in the 2019-2020 school year.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Based on the previous year's EWS data, suspensions and students with two or more indicators have significantly increased. Raw student data shows that students with two or more indicators increased from 15 to 25 students. Suspension raw data increased from 10 to 23. As a school, our PBIS team and a coordinated effort with the ACCISS Grant (Advancing Classroom Climate in Sarasota Schools) will be working diligently to turn these numbers around during the 2020-2021 school year and beyond.

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

1. Increase ELA Learning Gains of the Lowest 25%
2. Increase Science Proficiency
3. Increase ELA Learning Gains

4. Continue to Increase Math Learning Gains of the Lowest 25%
5. Decrease the Number of Students with One or More Suspensions

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

<b>Area of Focus Description and Rationale:</b>	Based on the results of the 2018-19 FSA ELA data, only 56% of students in the bottom quartile demonstrated learning gains. Although this was a 20% improvement from the previous year, there is still more work to be done to meet the needs of students in the lowest quartile. Additionally, the Students with Disabilities (SWD) subgroup in the bottom quartile decreased 1% from the previous year. Therefore, additional focus on SWD will continue in the 2020-21 school year.
<b>Measurable Outcome:</b>	By the end of the 2020-2021 school year, at least 61% of student in the lowest quartile in ELA will demonstrate learning gains in ELA as measured by FSA. SWD subgroup will increase learning gains in ELA by at least 3%.
<b>Person responsible for monitoring outcome:</b>	Allison Foster (allison.foster@sarasotacountyschools.net)
<b>Evidence-based Strategy:</b>	Explicit instruction involves teaching a specific skill or concept in a highly structured manner. During explicit instruction, the teacher clearly identifies the expectations for learning and provides the success criteria to provide students with exact expectations for performance.
<b>Rationale for Evidence-based Strategy:</b>	Explicit instruction, clarity, learning intentions, and success criteria are high yield strategies as measured through John Hattie's work in Visible Learning, as well as Marzano's work in Classroom Instruction That Works. By providing students with clear expectations for learning, guess work, assumptions, and incorrect attempts at the content are decreased, and student opportunity for success and growth increase.

#### Action Steps to Implement

1. ELA teachers participated in district professional development focused on learning intentions, success criteria, small group instruction, and the ELA decision tree during the 2019-2020 school year and will implement strategies and tools from the IFG (Instructional Focus Guide) learned during the 2020-2021 school year.
2. Maintain a consistent level of support for SWD that includes a primarily push-in model in the general education classrooms and a consistent staff in the self-contained classroom.
3. Administrative team will mentor students in the lowest quartile in grades 4-5.
4. Fourth and fifth grade will have intervention teachers assigned to the lowest quartile students for small group and one on one intervention.
5. Continue to implement iReady, IXL Reading, Accelerated Reader in class, during morning computer lab, and through after school tutoring.

**Person Responsible** Allison Foster (allison.foster@sarasotacountyschools.net)

**#2. Instructional Practice specifically relating to Science**

<b>Area of Focus</b>	
<b>Description and Rationale:</b>	Although data for the 2018-19 school year showed a 2% increase in science proficiency as measured by the NGSSS Science Assessment, students are performing 6% below the level that was achieved in 2016-17.
<b>Measurable Outcome:</b>	By the end of the 2020-2021 school year, students will increase science proficiency as measured by the NGSSS Science Assessment 4%.
<b>Person responsible for monitoring outcome:</b>	Allison Foster (allison.foster@sarasotacountyschools.net)
<b>Evidence-based Strategy:</b>	Explicit instruction involves teaching a specific skill or concept in a highly structured manner. During explicit instruction, the teacher clearly identifies the expectations for learning and provides the success criteria to provide students with exact expectations for performance.
<b>Rationale for Evidence-based Strategy:</b>	Explicit instruction, clarity, learning intentions, and success criteria are high yield strategies as measured through John Hattie's work in Visible Learning, as well as Marzano's work in Classroom Instruction That Works. By providing students with clear expectations for learning, guess work, assumptions, and incorrect attempts at the content are decreased, and student opportunity for success and growth increase.

**Action Steps to Implement**

1. Teachers will continue to implement the newly adopted science curriculum and meet weekly in CPT meetings for instructional planning, curriculum development, and evaluation.
2. Clear learning intentions and success criteria are shared/posted for lessons.
3. All students will attend STEM on the specials wheel for additional concept reinforcement and lab work.
4. Students will utilize USA Test Prep for additional reinforcement.
5. Fifth grade students are departmentalized and spend 60-90 minutes each day focused on science topics.

**Person Responsible** Allison Foster (allison.foster@sarasotacountyschools.net)

**#3. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Although math learning gains did make a significant 21% increase from the 2018-2019 data, 21% of students did not make learning gains. Therefore, the focus on math improvement as measured by the FSA must continue for both general education and Students with Disabilities (SWD).

**Measurable Outcome:** By the end of the 2019-20 school year, at least 80% of students will demonstrate learning gains in math as measured by FSA.

**Person responsible for monitoring outcome:** Allison Foster (allison.foster@sarasotacountyschools.net)

**Evidence-based Strategy:** Explicit instruction involves teaching a specific skill or concept in a highly structured manner. During explicit instruction, the teacher clearly identifies the expectations for learning and provides the success criteria to provide students with exact expectations for performance.

**Rationale for Evidence-based Strategy:** Explicit instruction, clarity, learning intentions, and success criteria are high yield strategies as measured through John Hattie's work in Visible Learning, as well as Marzano's work in Classroom Instruction That Works. By providing students with clear expectations for learning, guess work, assumptions, and incorrect attempts at the content are decreased, and student opportunity for success and growth increase.

**Action Steps to Implement**

1. Spiral review of math skills will be a part of every lesson in grades 3-5.
2. Teachers will utilize the enhanced GPS, align lessons to standards, continue formative assessment, and progress monitoring for all students.
3. Administrative team will mentor students in the lowest quartile in grades 4-5.
4. Morning computer lab and after school tutoring opportunities will be available for students to work on iReady and IXL math to include incentives.
5. Clear learning intentions and success criteria are shared/posted for lessons.
6. Departmentalized math for many classes in grades 3-5.

**Person Responsible:** Allison Foster (allison.foster@sarasotacountyschools.net)

**#4. Culture & Environment specifically relating to Early Warning Systems**

**Area of Focus Description and Rationale:** Early warning system indicators showed a significant increase in students with two or more indicators and suspensions. When students are not in school, learning rarely occurs. Therefore, decreasing the number of behavior incidents that result in suspensions, as well as increasing student/family involvement to increase attendance and academic performance are vital to improving student learning.

**Measurable Outcome:** By the end of the 2020-2021 school year, there will be a 5% reduction in the number of students who receive one or more suspensions and a 2% reduction in the number of students who have two or more early warning system indicators.

**Person responsible for monitoring outcome:** Allison Foster (allison.foster@sarasotacountyschools.net)

**Evidence-based Strategy:** Phillippi Shores will be a part of the School Climate Transformation Grant renamed the ACCISS Project (Advancing Classroom Climate in Sarasota Schools), which provides a pathway for Sarasota County District to enhance and expand the implementation of PBIS and MTSS with fidelity resulting in an increase in the number of schools with an improved school climate. Additionally, CHAMPS : A Proactive And Positive Approach To Classroom and PBIS (Positive Behavioral Intervention and Supports) will continue to be implemented in all areas of the Phillippi Shores Elementary campus.

**Rationale for Evidence-based Strategy:** The ACCISS grant has three major objectives that when implemented will result in a decrease in suspensions and students with two or more indicators. These include improving the MTSS/PBIS process by using a tiered approach to build the capacity of classroom teachers, and support staff including behavior specialists, counselors, social workers, school psychologists, ESE district and school-based liaisons to implement a sustained, school-wide multi-tiered academic and behavioral framework, developing sustainability processes during implementation to ensure continued MTSS and PBIS implementation and student progress after the project ends, and partnering with the PBIS Technical Assistance Center to provide expert technical assistance related to implementing program activities. Additionally, CHAMPS : A Proactive And Positive Approach To Classroom and PBIS (Positive Behavioral Intervention and Supports) have both shown that full implementation will reduce absenteeism, the number of office referrals that lead to suspension, and improve classroom/school climate.

**Action Steps to Implement**

1. Staff and PBIS Team will work closely with the ACCISS grant support team to increase PBIS training for the Phillippi team and implement strategies and tools provided by the team.
2. With the grant, a full time support staff member will receive professional development as a behavior technician and will work with the school based behavior team, which includes an additional aide, school counselor, full time school based mental health therapist, and administrative team.
3. Incentive programs for catching students making positive choices and/or improving behavior (Falcon Dollars, IB STARR awards, Student of the Month, Bus Bucks, Remote Learner Rock Star).
4. Visibility and use of CHAMPS strategies in every classroom and common areas on campus.
5. Continued use of Restorative Practices by classroom teachers and school counselor.

**Person Responsible** Allison Foster (allison.foster@sarasotacountyschools.net)

**Additional Schoolwide Improvement Priorities**



After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Due to suspension of testing for the 2019-2020 school year, Phillippi did not have the opportunity to see if improvements were made in all academic areas. With the impact of the Covid-19 pandemic, students were out of school for a significant amount of time and now there are families continuing to choose the remote option for their students. This poses new challenges for the Phillippi staff to not only increase learning and address learning gaps, but to also create an environment that feels inclusive to our students in person and remote. As the staff teaches concurrently, teachers will continually strive to include remote students in discussion, participation, and recognition for their participation and IB Star attitudes and traits. Students, whether they are in person or remote, have the opportunity to earn Falcon Dollars, be recognized on the news, and actively participate in classes. The Leadership Team of Phillippi Shores meets bi-monthly to share ideas, approach challenges, and continue to address the goals we have set forth to increase academic competency and improve behavior.**

## Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The staff of Phillippi Shores IB World School believes in building a positive school culture and environment for students, staff, parents, and all stakeholders. We strive to Be Respectful, Be Responsible, and Be an IB Star through our IB traits and attitudes. With students this means that as a school we recognize each other for what we each bring to the school. This is done through IB Stars, Student of the Month, Falcon Dollars, Remote Learning Rock Star recognition, and school wide recognition celebrations. Additionally, we provide after school clubs, GEER Up tutoring, and will be offering morning computer lab for our 4th and 5th graders, as well as additional tutoring opportunities. Parents are provided school newsletters throughout the year and have the ability to access our Facebook and Instagram pages to see all of the great activities and learning happening at Phillippi. Our community stakeholders are invited to be a part of our school wide activities, including Jump for a Cause, Jog-a-Thon, and PTO events. The school web page and social media platforms, which are continually updated, invites everyone to be a part of the Phillippi Shores IB World School family. Although Covid-19 has brought about considerable changes in how we must operate as a school to adhere to social distancing and ensure the safety of our students and staff, Phillippi Shores still strives to continue to develop strong bonds we have always had with our students, families, and community stakeholders.

### Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$22,900.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
		0171 - Phillippi Shores Elem. School	Other		\$8,400.00	
		<i>Notes: The district provided funds for GEER Up, an afterschool tutoring program for 2nd, 3rd, 4th, and 5th graders for September and October to help with learning gaps caused by remote learning.</i>				
		0171 - Phillippi Shores Elem. School	Other		\$2,000.00	
		<i>Notes: The school offers morning computer lab from 7:45 to 8:15 for students to work on iReady, IXL, AR, or other computer-based instructional programs.</i>				
		0171 - Phillippi Shores Elem. School	Other		\$3,000.00	
		<i>Notes: The school will provide tutoring in the Spring of 2021 through the Falcon Academy for students in the bottom quartile in reading and math.</i>				
		0171 - Phillippi Shores Elem. School	Other		\$9,500.00	
		<i>Notes: The district is providing funds for a MTSS Interventionist to provide interventions and small group instruction for students in the bottom quartile.</i>				
2	III.A.	Areas of Focus: Instructional Practice: Science				\$2,000.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
		0171 - Phillippi Shores Elem. School	Other		\$2,000.00	
		<i>Notes: The school and PTO have provided funds for science supplies to help teachers implement the curriculum.</i>				
3	III.A.	Areas of Focus: Instructional Practice: Math				\$22,900.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
		0171 - Phillippi Shores Elem. School	Other		\$8,400.00	
		<i>Notes: The district provided funds for GEER Up, an afterschool tutoring program for 2nd, 3rd, 4th, and 5th graders for September and October to help with learning gaps caused by remote learning.</i>				
		0171 - Phillippi Shores Elem. School	Other		\$2,000.00	
		<i>Notes: The school offers morning computer lab from 7:45 to 8:15 for students to work on iReady, IXL, AR, or other computer-based instructional programs.</i>				
		0171 - Phillippi Shores Elem. School	Other		\$3,000.00	
		<i>Notes: The school will provide tutoring in the Spring of 2021 through the Falcon Academy for students in the bottom quartile in reading and math.</i>				
		0171 - Phillippi Shores Elem. School	Other		\$9,500.00	



						<i>Notes: The district is providing funds for a MTSS Interventionist to provide interventions and small group instruction for students in the bottom quartile.</i>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Early Warning Systems</b>				<b>\$40,688.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0171 - Phillippi Shores Elem. School	Other		\$34,688.00
						<i>Notes: The district provided funds through the ACCISS grant for a Behavior Tech position. The Behavior Tech will provide supports and interventions to decrease referrals and suspensions.</i>
			0171 - Phillippi Shores Elem. School	Other		\$6,000.00
						<i>Notes: The school and PTO provide incentives through the Recognition program. The incentives are based on strategies and programs supported by PBIS and CHAMPS.</i>
					<b>Total:</b>	<b>\$88,488.00</b>