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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: 7/12/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (77%) 2017-18: A (66%) 2016-17: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan 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.

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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">38%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">36%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	A	A	A	A

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Staley, Holly	Principal	<p>The Principal of Phillippi Shores IB World 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, distinct process for the Children At Risk in Education (CARE) eligibility determination process. Additionally, the principal provides a common vision for the use of data-based decision making; 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 facilitates PBS/Rtl as a related, but distinct process from the Children At Risk in Education (CARE) 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 Liaison/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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>topics, implement the SIP plan, and facilitates PBS/Rtl as a related, but distinct process from the Children At Risk in Education (CARE) eligibility determination process. Every member of the team has an equal voice and decisions are made through consensus and data driven decision making.</p>
Borriello, Katherine	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 facilitates PBS/Rtl as a related, but distinct process from the Children At Risk in Education (CARE) 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 Tier2/3 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>
Smith, Rachel	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 Tier2/3 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 Tier2/3 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>ESE Teacher- Represents the ESE Department and provides information about core instruction; participates in student data</p>

Name	Position Title	Job Duties and Responsibilities
		collection; provides Tier 1 instruction and Tier2/3 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).
Pitts, Danielle	Administrative Support	The ESE Liaison serves on the 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, and facilitate PBS/ Rtl as a related, but distinct process from the Children At Risk in Education (CARE) eligibility determination process. Every member of the team has an equal voice and decisions are made through consensus and data driven decision making.
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 Tier2/3 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).
Ramsden, Angie	Teacher, K-12	General Education Teacher- Represents Fourth Grade: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier2/3 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).
Rosenberger, Ginger	Teacher, K-12	General Education Teacher- Represents Fifth Grade: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier2/3 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 7/12/2021, 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.*

5

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.*

10

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

784

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

6

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	131	136	139	143	127	0	0	0	0	0	0	0	784
Attendance below 90 percent	1	12	14	10	14	15	0	0	0	0	0	0	0	66
One or more suspensions	1	1	1	0	3	3	0	0	0	0	0	0	0	9
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 FSA ELA assessment	0	0	0	0	8	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	11	9	15	9	0	0	0	0	0	0	0	0	0	44

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	0	1	0	1	2	0	0	0	0	0	0	0	4
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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	3	9	13	2	0	0	0	0	0	0	0	0	0	27
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Monday 8/23/2021

2020-21 - As Reported

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

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

Number of students enrolled	106	129	136	137	136	131	0	0	0	0	0	0	0	775
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Attendance below 90 percent	1	6	5	8	12	12	0	0	0	0	0	0	0	44
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One or more suspensions	0	8	3	4	6	2	0	0	0	0	0	0	0	23
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	6	0	0	0	0	0	0	0	13
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Level 1 on 2019 statewide Math assessment	0	0	0	0	6	4	0	0	0	0	0	0	0	10
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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
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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
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Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	131	136	139	143	127	0	0	0	0	0	0	0	784
Attendance below 90 percent	1	12	14	10	14	15	0	0	0	0	0	0	0	66
One or more suspensions	1	1	1	0	3	3	0	0	0	0	0	0	0	9
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	8	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6

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	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				80%	68%	57%	74%	66%	56%
ELA Learning Gains				73%	62%	58%	64%	57%	55%
ELA Lowest 25th Percentile				56%	53%	53%	36%	46%	48%
Math Achievement				87%	73%	63%	83%	72%	62%
Math Learning Gains				90%	67%	62%	74%	63%	59%
Math Lowest 25th Percentile				79%	53%	51%	58%	51%	47%
Science Achievement				74%	65%	53%	72%	66%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	83%	70%	13%	58%	25%
Cohort Comparison						
04	2021					
	2019	81%	67%	14%	58%	23%
Cohort Comparison		-83%				
05	2021					
	2019	72%	68%	4%	56%	16%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	73%	9%	62%	20%
Cohort Comparison						
04	2021					
	2019	85%	72%	13%	64%	21%
Cohort Comparison		-82%				
05	2021					
	2019	89%	70%	19%	60%	29%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	74%	65%	9%	53%	21%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Progress Monitoring/ Diagnostics Grades 1-5 (Reading & Math)
Science Benchmark Assessments Grades 4-5

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	47%	78%
	Economically Disadvantaged	26%	65%	79%
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	42%	78%
	Economically Disadvantaged	21%	46%	74%
	Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42%	61%	77%
	Economically Disadvantaged	21%	30%	63%
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	56%	80%
	Economically Disadvantaged	13%	28%	47%
	Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75%	83%	89%
	Economically Disadvantaged	28%	54%	71%
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%	53%	76%
	Economically Disadvantaged	8%	46%	81%
	Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57%	62%	76%
	Economically Disadvantaged	68%	71%	79%
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36%	57%	79%
	Economically Disadvantaged	13%	27%	59%
	Students With Disabilities English Language Learners			

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		59%	70%	76%
	Economically Disadvantaged		35%	48%	62%
	Students With Disabilities				
	English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		48%	65%	75%
	Economically Disadvantaged		18%	34%	61%
	Students With Disabilities				
	English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	0	76%
	Economically Disadvantaged		0	0	59.1%
	Students With Disabilities		0	0	100%
	English Language Learners		0	0	0%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	48	46	33	54	52	38	32				
ELL	82	50		74	80						
BLK	32	39	30	36	59	60	21				
HSP	78	63	50	71	71		63				
MUL	71			76							
WHT	90	72	73	87	73	36	84				
FRL	69	61	50	65	67	65	60				
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					

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	90
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	75
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Based on the previous data from the 2020-2021 school year, we saw a slight decrease in proficiency scores in grades 3 and 4 and an increase in grade 5 in ELA. For math there was a decrease in grades 3-5 which is in line with the three year trend data. The biggest drop was in grade 5 Math from 89% to 71%. The three year trend data shows an annual increase in grade 5 ELA data. After an increase from 2017 to 2018, both grade 3 and 4 saw a decrease in ELA in 2020. Math and ELA learning gains have decreased from 2019 to 2021.

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

According to the previous year's data, math learning gains of the lowest 25% showed the greatest need for improvement. There was a significant decrease from 79.4% in 2018-19 to 45.2% in 2020-2021.

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

Trends show that previous math scores were high so there was more of an emphasis on ELA and IB last year. Teachers were pulling math resources and there was some lack of alignment. This year we have encouraged teachers to use the available GPS provided by the district and the district is working toward the adoption of a new math program. This will improve alignment within and across grade levels.

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

The most improvement was seen in grade 5 FSA ELA data from 72% to 81%. Progress monitoring data show that the majority of our students in every grade level are reading on or above level.

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

Contributing factors included highly effective teaching, spiral review, mentoring, in class support from administration, Falcon Academy after school tutoring, use of IXL and iReady. ELA teachers participated in district professional development focused on learning intentions, success criteria, small group instruction, and the ELA decision tree during the school year. Continued implementation of the strategies and tools from the Instructional focus guide (IFG) also contributed.

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

Explicit instruction

Spiral review of math skills will be a part of every math lesson across grade levels.

Teachers will utilize the enhanced GPS, align lessons to standards, continue formative assessment, and progress monitor all students.

The administrative team will mentor students in the lowest quartile in grades 4-5.

After school tutoring opportunities will be available for students.

Clear learning intentions and success criteria are shared/posted for lessons.

Math is departmentalized in grades 2-5.

Teachers will participate in district professional development opportunities related to closing the gap in mathematics.

We will continue to implement iReady, IXL Reading/Math, and Accelerated Reader in class.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities include MTSS/504 PD for interventions, district provided math PD on numeracy, IB training, and Benchmark Advance PD on backward planning during CPTs.

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

Additional services include the district adoption of a new math program, continuation of Falcon Academy for after school tutoring, continued use of Accelerated Reader, IXL Math/ Reading, iReady Math/Reading, and the intervention block in the schedule.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of****Focus****Description and Rationale:**

Math learning gains for the bottom quartile decreased from 79% to 45%, therefore the focus on math improvement as measured by the FSA must continue for both general education students and students with disabilities.

Measurable Outcome:

By the end of the 2021 school year, at least 80% of students will demonstrate learning gains in math as measured by the FSA. In addition we will see a 2% increase in overall math learning gains for all students in grades 3-5.

Monitoring:

This will be monitored through analyzing progress monitoring data and iReady assessment data.

Person responsible for monitoring outcome:

Holly Staley (holly.staley@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.
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. After school tutoring opportunities will be available for students.
5. Clear learning intentions and success criteria are shared/ posted for lessons.
6. Math is departmentalized for upper grades.

Person Responsible

Holly Staley (holly.staley@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on the results of the 2020-2021 FSA ELA data, only 53% of the students in the bottom quartile demonstrated learning gains.

Measurable Outcome: By the end of the 2021-2022 school year, at least 60% of the students in the lowest quartile will demonstrate learning gains in ELA as measured by FSA.

Monitoring: This will be monitored through analyzing progress monitoring data and iReady assessment data.

Person responsible for monitoring outcome: Holly Staley (holly.staley@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. ELA teachers will continue to participate in discussions focused on learning intentions, success criteria, small group instruction, and the ELA decision tree.
2. Teachers will implement strategies and tools from the Instructional Focus Guides (IFG).
3. Administrative team will mentor students in the lowest quartile in grades 4-5.
4. An interventionist and intervention block have been added to the schedule at every grade level.
5. Continue to implement iReady, IXL Reading, and Accelerated Reader in class.
6. Establish a literacy leadership team and conduct weekly walk throughs to monitor implementation of ELA best practices and provide support.

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus 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.

Description and Rationale: 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 2021-2022 school year, there will be a 2% reduction in the number of students who receive one or more suspensions and a 5% reduction in the number of students who have two or more early warning system indicators.

Monitoring: We will monitor behavioral referrals and utilize a reflection room, parent conferences, and restorative practices as alternatives to suspension when appropriate. Behavior and attendance data will be collected and reviewed regularly.

Person responsible for monitoring outcome: Holly Staley (holly.staley@sarasotacountyschools.net)

Evidence-based Strategy: Phillippi Shores will continue to be a part of the Advancing Classroom Climate in Sarasota Schools (ACCISS), which provides a pathway for the 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 Positive Behavioral Intervention and Supports (PBIS) 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 specialist, 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 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 the 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. Behavior support team will meet weekly to review referral data, problem solve, and discuss interventions.
4. Incentive programs for catching students making positive choices and/or improving behavior (Falcon dollars, Cafeteria Base Race, IB STARR Awards, Student of the Month, and Bus Bucks)
5. Visibility and use of CHAMPS strategies in every classroom and common areas on campus.
6. Continued use of restorative practices by classroom teachers, behavior specialist, and school counselor.

Person Responsible Holly Staley (holly.staley@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Data show a 1% decrease from 2018-2019 to 2020-2021 in science proficiency as measured by the NGSSS assessment.

Measurable Outcome: By the end of the 2021-2022 school year, students will increase science proficiency as measured by the NGSSS Science Assessment 4%.

Monitoring: Science benchmark data and classroom observations will be used to monitor.

Person responsible for monitoring outcome: Holly Staley (holly.staley@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. Teachers will continue to implement the district 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. Fifth grade students are departmentalized and spend 60-90 minutes each day focused on science topics.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Phillippi Shores falls into the low category and is ranked #385 out of 1,395 schools statewide with 0.2 incidents per 100 students. The school is ranked #6 out of 19 elementary schools in the county. Our school behavior support team meets weekly to review office discipline referrals and students of concern. This team includes our behavior specialist, behavior tech, administrator(s), and school counselor. They problem solve and focus on Tier 2 and Tier 3 behavior supports. This is in addition to the schoolwide PBIS team that meets monthly to plan incentives and Universal Tier 1 supports.

Part IV: Positive Culture & Environment

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

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

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

The 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 attributes and attitudes. With students this means that as a school we recognize each other for what we each bring to the school community. This is done through IB Stars, Students of the Month, Falcon Dollars, and schoolwide recognition celebrations. Additionally, we provide after school clubs and Jumpstart Tutoring. 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 things happening at Phillippi. Our community stakeholders are invited to be a part of our schoolwide events, including Jump for a Cause, Jog-a-thon, and PTO events. The school web page and social media platforms are continually updated and invite 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 we strive to continue to develop the strong bonds we have always had with our students, families, and community stakeholders.

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

Phillippi Shores Elementary provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their own children at convenient, flexible times such as mornings and evenings as well as at home/attendance zone visits to fulfill the school's mission and support the needs of students.

Additionally, technology including social media and virtual meeting programs (ZOOM, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement. The full text and summary of this Schoolwide Improvement Plan may be found online or as a hard copy by request. The plan is available in English and other languages (if requested).

Parents and families are regularly invited to attend Phillippi Shores School Advisory Council to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Phillippi responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit any parent comments.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00