

Sarasota County Schools

Glenallen Elementary School



2018-19 Schoolwide Improvement Plan

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Glenallen Elementary School

7050 GLENALLEN BLVD, North Port, FL 34287

www.sarasotacountyschools.net/glenallen

School Demographics

| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 80% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 38% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | C | B | C | 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 mission of Glenallen Elementary School is to ensure successful learning experiences for all students by providing an academically challenging environment which is both caring and supportive.

Provide the school's vision statement.

All students will develop intellectually, emotionally, and physically to their highest potential in a safe environment that is stimulating, caring, and supportive. All students, at the end of their elementary education, will have developed the necessary skills to function effectively in the community and meet the challenge of continuing their education into middle school.

School Leadership Team

Membership

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

| Name | Title |
|--------------------|---------------------|
| Drum, Rebecca | Principal |
| Gibson, Debbie | Teacher, K-12 |
| Houser, Megan | Teacher, K-12 |
| Tirabassi, Andrea | Teacher, K-12 |
| Hiestand, Jennifer | Teacher, K-12 |
| LeFever, Andrea | Teacher, K-12 |
| Pikula, Rene | Teacher, K-12 |
| Holt, Rick | Teacher, K-12 |
| McElroy, Kelly | Teacher, K-12 |
| Melton, Pamela | Teacher, K-12 |
| Cheeseman, Sean | Teacher, K-12 |
| Miller, Michelle | Assistant Principal |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Glenallen Leadership Team meets twice a monthly (or as needed) to ensure alignment of school resources with each grade level. School-wide trends are discussed and concerns are problem solved as a team. Team leaders facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child succeed. They also facilitate collaborative analysis of student performance data to determine students in need of intervention and/or extension. Each team leader documents team discussion topics on the CPT Action Plan Logs to enhance student learning.

Early Warning Systems

Year 2017-18

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 | |
| Attendance below 90 percent | 12 | 10 | 9 | 15 | 19 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| One or more suspensions | 2 | 3 | 0 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Course failure in ELA or Math | 0 | 4 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 40 | 41 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 |

The number of students identified by the system as exhibiting two or more early warning indicators:

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

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 | 8 | 12 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Date this data was collected

Monday 10/8/2018

Year 2016-17 - 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 | |
| Attendance below 90 percent | 20 | 17 | 16 | 9 | 14 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91 |
| One or more suspensions | 4 | 1 | 8 | 2 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| 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 | 30 | 24 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 1 | 3 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |

Year 2016-17 - 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 | |
| Attendance below 90 percent | 20 | 17 | 16 | 9 | 14 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91 |
| One or more suspensions | 4 | 1 | 8 | 2 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| 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 | 30 | 24 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 1 | 3 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our lowest data point for school grade in 2018 was math Learning Gains of the lowest 25%. Historically this is a low performing area for Glenallen.

Which data component showed the greatest decline from prior year?

ELA Learning Gains of the lowest 25% showed the most significant decline with a 20% decrease.

Which data component had the biggest gap when compared to the state average?

The area with the largest discrepancy with the state average was Math Learning Gains of the Lowest 25% . (State average. 47%, Glenallen average 31%)

Which data component showed the most improvement? Is this a trend?

Our Science Achievement improved by 9%. This score had dropped after 2015 and has been steadily increasing since that time.

Describe the actions or changes that led to the improvement in this area.

As a result of reviewing AP 1 & 2 Benchmark Science data and noticing we were below the district average for AP 2, we created the Scholars Serious About Science (SSAS) tutoring program.

- 60 students were invited
 - Students that were invited scored less than 70% on either or both Science Benchmark assessments
 - 10 week program (1 day per week from 3:15-4:15 pm 2/14- 4/25)
 - Materials used came from Cpalms. This was the information suggested by the district specialist.
- Teachers used the instructional flips and videos coupled with teacher made follow along worksheets. All materials were linked directly to 5th grade Science Standards.

In addition to SSAS, all fifth grade students participated in the County level Science Bootcamp (created

by district specialist) that reviewed and highlighted FCAT Science materials that are introduced and covered in 3rd and 4th grade. This program was in addition to the tutoring and lasted daily for 2 weeks. Students had interactive labs, student produced study guides, interactive lectures and notes, and collaborative science talks.

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 | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 54% | 66% | 56% | 58% | 65% | 52% |
| ELA Learning Gains | 52% | 57% | 55% | 51% | 54% | 52% |
| ELA Lowest 25th Percentile | 40% | 46% | 48% | 47% | 49% | 46% |
| Math Achievement | 62% | 72% | 62% | 62% | 70% | 58% |
| Math Learning Gains | 50% | 63% | 59% | 51% | 66% | 58% |
| Math Lowest 25th Percentile | 31% | 51% | 47% | 45% | 50% | 46% |
| Science Achievement | 68% | 66% | 55% | 57% | 64% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|---------|--------|---------|---------|---------|----------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 12 (20) | 10 (17) | 9 (16) | 15 (9) | 19 (14) | 8 (15) | 73 (91) |
| One or more suspensions | 2 (4) | 3 (1) | 0 (8) | 2 (2) | 2 (1) | 3 (5) | 12 (21) |
| Course failure in ELA or Math | 0 (0) | 4 (0) | 2 (0) | 3 (0) | 1 (0) | 0 (0) | 10 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 40 (30) | 41 (24) | 31 (27) | 112 (81) |

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 | 2018 | 47% | 68% | -21% | 57% | -10% |
| | 2017 | 61% | 71% | -10% | 58% | 3% |
| Same Grade Comparison | | -14% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 52% | 67% | -15% | 56% | -4% |
| | 2017 | 60% | 69% | -9% | 56% | 4% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | -9% | | | | |
| 05 | 2018 | 52% | 66% | -14% | 55% | -3% |
| | 2017 | 57% | 66% | -9% | 53% | 4% |
| Same Grade Comparison | | -5% | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -8% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 56% | 72% | -16% | 62% | -6% |
| | 2017 | 58% | 71% | -13% | 62% | -4% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 60% | 71% | -11% | 62% | -2% |
| | 2017 | 73% | 73% | 0% | 64% | 9% |
| Same Grade Comparison | | -13% | | | | |
| Cohort Comparison | | 2% | | | | |
| 05 | 2018 | 60% | 72% | -12% | 61% | -1% |
| | 2017 | 51% | 70% | -19% | 57% | -6% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | -13% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 65% | 67% | -2% | 55% | 10% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 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 | 22 | 37 | 34 | 36 | 36 | 21 | 45 | | | | |
| ELL | 38 | 58 | 50 | 44 | 42 | 23 | | | | | |
| BLK | 52 | 63 | | 55 | 53 | | | | | | |
| HSP | 52 | 55 | 53 | 57 | 49 | 46 | 76 | | | | |
| MUL | 31 | 32 | | 38 | 37 | | | | | | |
| WHT | 56 | 51 | 39 | 67 | 51 | 23 | 68 | | | | |
| FRL | 51 | 51 | 40 | 59 | 48 | 30 | 66 | | | | |
| 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 | 34 | 40 | 52 | 39 | 38 | 26 | 55 | | | | |
| ELL | 48 | 75 | | 58 | 50 | | | | | | |

| 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 |
| ASN | 64 | | | 73 | | | | | | | |
| BLK | 52 | 53 | | 56 | 53 | | | | | | |
| HSP | 58 | 70 | | 55 | 47 | 45 | 57 | | | | |
| MUL | 43 | 38 | | 55 | 44 | | 20 | | | | |
| WHT | 67 | 56 | 62 | 70 | 53 | 48 | 70 | | | | |
| FRL | 58 | 54 | 57 | 61 | 50 | 43 | 52 | | | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| Activity #1 | |
|--------------------------------------|---|
| Title | ELA |
| Rationale | All areas of ELA performance as related to school grade dropped in 2018. Achievement went from 62% to 54%, learning gains went from 56% to 52%, and the learning gains of the lowest quartile students' scores went from 60% to 40%. |
| Intended Outcome | By the year 2019, there will be a minimum of a four-percentage point increase in students demonstrating proficiency, learning gains and learning gains of the lowest quartile in English/Language Arts (across Levels 3,4 & 5). (Goals=Ach. 65%, LG=60%, Lowest 25%=55%) |
| Point Person | Rebecca Drum (rebecca.drum@sarasotacountyschools.net) |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. All teachers K-5 will receive ongoing training from Reading Recovery teachers in Guided Reading and appropriate use of leveling and differentiated instruction. 2. Teachers in grades 3-5 will receive additional training from district specialists in ELA strategies. Focus will be on the reading block structures, exploring standards-aligned resources and support creating learning intentions and success criteria. 3. The District will provide reading support through focused CPT meetings on iReady. 4. ESOL students will receive increased inclusion support, as well as supplemental support, during the grade level intervention block as needed. 5. K-5 teachers will identify students who are performing below grade level and document accordingly on their CPT Action Logs. Identified students will be scheduled for School Wide Support Team (SWST). The Multi-Tiered System of Support (MTSS) will be utilized. 6. Contracted services will be provided to allow teachers time to work with students in small groups during an intervention block to provide remediation/extension as needed. 7. Contracted services will be added to support the lowest quartile during the intervention block. 8. ESE students will receive differentiated levels of support based on need though inclusion and small group resource instruction support. 9. Grades 4-5 will use the Write Score program to assess and plan appropriate writing lessons to support all students. Writing PD will be provided as needed. 10. Reading Recovery Teachers will provide small group instruction to K-3 students throughout the school year. 11. An after school tutoring program will be created to help provide additional academic support in the area of ELA. 12. iReady student incentives will be used throughout the school year. 13. Grade level progress monitor spreadsheets will be created to help gather and monitor student performance data. 14. Literacy Leadership Team meets monthly to review school-wide reading programs, materials and support needs. 15. Continue to implement inclusive practices PreK-5 based on student data and readiness. Continue to strive to reduce our LRE numbers to exceed state expectations. |
| Person Responsible | Michelle Miller (michelle.miller@sarasotacountyschools.net) |
| Plan to Monitor Effectiveness | |
| Description | <ol style="list-style-type: none"> 1. iReady will be monitored weekly and students will have incentives throughout the school year. 2. Grade level progress monitor spreadsheets will be utilized to help monitor student performance. |

3. SWST will help monitor the fidelity of student interventions.
4. Administration will use classroom walk throughs and the PRIDE Teacher Observation forms to help monitor the implementation of the Guided Reading Professional Development and to provide feedback to teachers.
5. Grade level teams will submit weekly CPT Action Logs with evidence of data used for decision making.
6. Lesson plans and staff members' schedules will be used to monitor how the instructional block is being utilized.
7. Data Discussions will be held twice per school year to review classroom and individual student data.

Person Responsible Rebecca Drum (rebecca.drum@sarasotacountyschools.net)

| Activity #2 | |
|--------------------------------------|--|
| Title | Math |
| Rationale | All areas of Math performance as related to school grade dropped in 2018. Achievement went from 65% to 62%, learning gains went from 52% to 50%, and the learning gains of the lowest quartile students' scores went from 45% to 31%. |
| Intended Outcome | By the year 2019, there will be a minimum of a four-percentage point increase in students demonstrating proficiency, learning gains and learning gains of the lowest quartile in Mathematics (across Levels 3,4 & 5). (Goals= Ach=66%, LG=60%, Lowest 25%=55%) |
| Point Person | Rebecca Drum (rebecca.drum@sarasotacountyschools.net) |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. A Title I Math/Science support teacher will be provided to help model, coach and provide supplemental instruction to students. 2. District math specialists will be utilized to help provide additional support to teachers as requested either by the teachers or school administration. 3. The District will provide math support through focused CPT (Collaborative Planning Time) meetings on iReady. 4. ESOL students will receive increased inclusion support, as well as supplemental support, during the grade level intervention block as needed. 5. K-5 teachers will identify students who are performing below grade level and document accordingly on their CPT Action Log. Identified students will be scheduled for School Wide Support Team (SWST). The Multi-Tiered System of Support (MTSS) will be utilized. 6. Contracted services will be provided to allow teachers time to work with students in small groups during an intervention block to provide remediation/extension as needed. 7. Contracted services will be added to support the lowest quartile during the intervention block. 8. ESE students will receive differentiated levels of support based on need though inclusion and small group resource instruction support. 9. Math PD will be provided to new teachers from district math specialists. 10. An after school tutoring program will be created to help provide additional academic support in the area of Math. 11. iReady student incentives will be used throughout the school year. 12. Grade level progress monitor spreadsheets will be created to help gather and monitor student performance data. 13. The STEM Committee will meet monthly. 14. Continue to implement inclusive practices PreK-5 based on student data and readiness. Continue to strive to reduce our LRE numbers to exceed state expectations. |
| Person Responsible | Michelle Miller (michelle.miller@sarasotacountyschools.net) |
| Plan to Monitor Effectiveness | |
| Description | <ol style="list-style-type: none"> 1. iReady will be monitored weekly and students will have incentives throughout the school year. 2. Grade level progress monitor spreadsheets will be utilized to help monitor student performance. 3. SWST will help monitor the fidelity of student interventions. 4. Administration will use classroom walk throughs and the PRIDE Teacher Observation forms to help monitor the implementation of district math initiatives and to provide feedback to teachers. 5. Grade level teams will submit weekly CPT Action Logs with evidence of data used for |

decision making.

6. Lesson plans and staff members' schedules will be used to monitor how the instructional block is being utilize.

7. Data Discussions will be held twice per school year to review classroom and individual student data.

Person Responsible Rebecca Drum (rebecca.drum@sarasotacountyschools.net)

Activity #3

Title Science

Rationale Although student performance has improved over the past three years in science, Glenallen still falls below 70% proficiency on FCAT Science.

Intended Outcome By the year 2019, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. (Goal=72% Proficiency)

Point Person Rebecca Drum (rebecca.drum@sarasotacountyschools.net)

Action Step

Description

1. Science will be on the specials wheel (K-5) to increase the amount of science instruction all students receive.
2. Grade 5 gifted/advanced science students will receive an accelerated science program from the Science Lab teacher.
3. A Science Tutoring program will continue in the Spring of 2019.
4. A Science Boot Camp will continue in the Spring of 2019.
5. A Title I teacher will be used to help support science instruction across K-5 classrooms.
6. Supplemental support will be provided to grade 5 students with small group science instruction from a school-based Title I teacher.
7. Grade 5 Science teachers will be provided common planning time to help plan lessons from the Florida Science Standards.
8. The STEM Committee will meet monthly with representation from all grade levels to discuss instructional materials, resources, timelines and assessments.
9. Continue to implement inclusive practices PreK-5 based on student data and readiness. Continue to strive to reduce our LRE numbers to exceed state expectations.

Person Responsible Tracy Rainey (tracy.rainey@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

1. District Science Assessments will be used to monitor student performance in science.
2. Progress monitoring spreadsheets will be used to monitor student science performance in grade 5.
3. PRIDE Teacher Observation notes will be used to monitor science instruction as well as to provide ongoing feedback to science teachers.
4. Grade level teams will use CPT Action Logs to document how they are using district science assessments to drive instruction.

Person Responsible Rebecca Drum (rebecca.drum@sarasotacountyschools.net)

| Activity #4 | |
|-------------------------------|---|
| Title | Attendance |
| Rationale | Students must have regular attendance in school to learn to their highest potential. The number of students with attendance below 90 percent at Glenallen decreased from 91 students in 2017 to 73 students in the 2018 school year. Even with this huge decrease, we believe additional progress needs to be made in the area of attendance. |
| Intended Outcome | By the year 2019, there will be a 10% reduction in the number of students with chronic absences from 73 students to less than 66 students. |
| Point Person | Davida Dagan (davida.dagan@sarasotacountyschools.net) |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. The SWST team will be used as needed to support students with attendance concerns. This team includes the Home-School Liaison, Social Worker, Truancy Worker, ESE Liaison, School Counselor, School Psychologist, administration and teacher. 2. Student incentives will be used to increase student attendance. 3. Home-School Liaison will make ongoing contact with families to provide support as needed. 4. Daily attendance calls will be utilized to communicate with families if/when their child is not in school. |
| Person Responsible | Michelle Miller (michelle.miller@sarasotacountyschools.net) |
| Plan to Monitor Effectiveness | |
| Description | <ol style="list-style-type: none"> 1. Home-School Liaison will review student attendance weekly. She will meet with administration monthly to review attendance data, trends, and support needs. 2. Spreadsheets are used to collect and monitor attendance. 3. Attendance letters will be mailed home to families to remind them of the importance of regular attendance along with their child's cumulative attendance for the school year. 4. MTSS process will be used to help increase student attendance. |
| Person Responsible | Michelle Miller (michelle.miller@sarasotacountyschools.net) |

| Activity #5 | |
|-------------------------------|---|
| Title | Discipline |
| Rationale | Disruptive student behavior that results in students being removed from class and/or resulting in suspension continues to be a concern. Last year Glenallen saw a reduction of suspensions by 32%. (22 days OSS to 15 days OSS) |
| Intended Outcome | By the year 2019, there will be a 10% reduction in the number of suspensions from the previous year from 15 days OSS to 13 days OSS. |
| Point Person | Jennifer Hiestand (jennifer.hiestand@sarasotacountyschools.net) |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. New staff will be trained on using CHAMPS in the classroom. 2. All students will receive CHAMPS training for areas outside the classroom to include the lunch room and bus. 3. Behavior Improvement Plans and Functional Behavioral Assessments will be written or updated for students who show area of concerns. 4. A school-wide PBS plan will be created and shared through the PBS Committee. 5. District staff will be contacted as needed for assistance with behavioral and/or discipline needs. 6. Grade level teams will use the MTSS process as needed with students with behavior concerns. Data will be reviewed with their team and shared via CPT Action Logs. 7. CPI Training will be provided to all new instructional and classroom paraprofessionals. 8. PBS Committee will be formed and will meet regularly. |
| Person Responsible | Michelle Miller (michelle.miller@sarasotacountyschools.net) |
| Plan to Monitor Effectiveness | |
| Description | <ol style="list-style-type: none"> 1. SWST Team will meet to review behavior intervention data as needed. 2. Behavior support team meeting weekly with administration to review student behavior and discipline concerns. 3. A discipline spreadsheet will be used to track student discipline. |
| Person Responsible | Rebecca Drum (rebecca.drum@sarasotacountyschools.net) |

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See Title I Parent and Family Engagement Plan. (PFEP)

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school counselor, home school liaison and social worker are used to provide support to students in multiple ways. Counseling is provided in small group settings and one-on-one sessions. CAARS is provided to students as indicated on their IEPs. Whole group lessons are also provided throughout the school year, as appropriate, using programs such as Restorative Circles, Kelso and Choose 2 and Diffuse. Outside agencies also provide support to our teachers and students through whole group lessons. Individualized counseling sessions are also provided to students on campus through outside agencies (as needed).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Our school plans a Kindergarten Orientation in the spring of each year. We send information to local daycare and preschool facilities to invite families to attend this event. During this orientation, we provide an overview of what a day in kindergarten will look like at Glenallen Elementary School. Materials are provided to help parents and incoming kindergarten students practice school readiness skills in the all academic areas, fine/gross motor skills and adaptive skills. We also provide tours of our facility to better prepare families for the transition. Kindergarten families are asked to complete an articulation card upon enrolling at Glenallen and incoming kindergarten students are given a screener to obtain initial student data. Information is used to assist with student placement.

Upon enrolling at Glenallen, all parents and students are given a tour of the campus and a brief orientation.

Students exiting our VE Pre-K program that will be placed in general education kindergarten classrooms start to transition to participate with kindergarten students during the last quarter of the school year.

Information is shared with fifth grade families in regards to local middle school programs. Field trips are arranged within our feeder pattern for selected students to explore acceleration programs.

Transition meetings are held for fifth grade students at the close of their fifth grade year. Collaboration takes place between our school counselor, ESE liaisons and behavior specialist and their counterparts at the middle school. Information is shared in regards to students of concern, intervention data, etc.

A Summer Learning Academy will be held that will help incoming kindergarten children successfully transition into the school setting. Academic and enrichment programs will be provided for students and families.

At Glenallen Elementary School, all incoming Kindergarten students are assessed with the Florida Kindergarten Readiness Screener-STAR Early Literacy (FLKRS-STAR) during the first few weeks of school. Based on the screening results and on-going progress monitoring, students participate in a challenging, differentiated learning environment. Students that attend the Summer Learning Academy program will be given a pre/post assessment as well.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Student performance data and teacher observation is reviewed on an on-going basis. Support is provided during weekly CPTs, data discussions, CPDs, Academic and Behavior Support Team

meetings, staff meetings and monthly leadership meetings. Professional development proposals are submitted to the Title I department and the Executive Director of Elementary Schools for approval. Methods are taken to measure the effectiveness of approved professional development activities. The SWST team will be used as needed to brainstorm and find ways to support struggling students.

Title I, Part A

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided to staff members.

Title I, Part C- Migrant

The district provides and supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II

Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified.

Title III

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X Homeless

Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

Nutrition Programs

Students attending extended learning programs participate in the Supper Club program. An additional meal consisting of a protein, grain, vegetable, fruit and milk is provided daily.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Glenallen will reach out to learn more about Suncoast Technical College, North Port, to learn about opportunities in the community for families. Information will be shared with families in a newsletter. Glenallen will look to invite STC to family events in the future to help share the information about available programs to families. Field trips to visit STC North Port will be explored to help bring career awareness to our students.

Part V: Budget

Total:

\$585,036.00