

Sarasota County Schools

Englewood Elementary School



2018-19 Schoolwide Improvement Plan

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Englewood Elementary School

150 N MCCALL RD, Englewood, FL 34223

www.sarasotacountyschools.net/englewood

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 KG-5	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	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 mission of Englewood Elementary School is to provide students with a solid educational foundation to promote active, lifelong learning in a safe, respectful environment. This mission will be accomplished through the commitment of staff, students, parents, and the community.

Provide the school's vision statement.

Englewood Elementary School students will experience a safe, respectful environment which promotes active learning in a supportive, community atmosphere.

School Leadership Team

Membership

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

Name	Title
Grossenbacher, Mark	Principal
shaer, penny	School Counselor
lugar, pamela	Teacher, ESE
gersen, robin	Other
	Teacher, K-12
ziarnicki, ellen	Assistant Principal
godzer, deana	Other

Duties

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

Review Data, Make decisions on best practices based upon data. Deliver information to SAC, Team Leader and Data/Assessment Team.

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	10	16	11	11	21	8	0	0	0	0	0	0	0	77
One or more suspensions	8	0	2	5	7	2	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	5	1	1	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	7	19	12	0	0	0	0	0	0	0	38

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	0	0	0	0	0	0	0	0	0	0	0	0

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	4	0	0	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	8	14	7	12	10	7	0	0	0	0	0	0	0	58
One or more suspensions	2	3	2	0	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	0
Level 1 on statewide assessment	0	0	0	10	18	23	0	0	0	0	0	0	0	51

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	1	0	0	1	0	2	0	0	0	0	0	0	0	4

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	8	14	7	12	10	7	0	0	0	0	0	0	0	58
One or more suspensions	2	3	2	0	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	0
Level 1 on statewide assessment	0	0	0	10	18	23	0	0	0	0	0	0	0	51

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	1	0	0	1	0	2	0	0	0	0	0	0	0	4

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?

Learning Gains ELA Bottom Quartile. We have noticed a declining trend in the category over the years it has been measured. This year being the lowest at 38%

Which data component showed the greatest decline from prior year?

ELA Learning Gains Lowest Quartile.

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

ELA Learning Gains of the Lowest Quartile.

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

Math Learning Gains. This was a trend compared to previous years other than 2017.

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

Longer Math Block. Specific Math PD Trainings. Added Additional support to upper grades math. Free After School Math Intervention Group.

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	74%	66%	56%	73%	65%	52%
ELA Learning Gains	57%	57%	55%	60%	54%	52%
ELA Lowest 25th Percentile	32%	46%	48%	53%	49%	46%
Math Achievement	83%	72%	62%	78%	70%	58%
Math Learning Gains	71%	63%	59%	72%	66%	58%
Math Lowest 25th Percentile	58%	51%	47%	53%	50%	46%
Science Achievement	67%	66%	55%	72%	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	10 (8)	16 (14)	11 (7)	11 (12)	21 (10)	8 (7)	77 (58)
One or more suspensions	8 (2)	0 (3)	2 (2)	5 (0)	7 (2)	2 (1)	24 (10)
Course failure in ELA or Math	0 (0)	5 (0)	1 (0)	1 (0)	0 (0)	0 (0)	7 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (10)	19 (18)	12 (23)	38 (51)

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	83%	68%	15%	57%	26%
	2017	83%	71%	12%	58%	25%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	59%	67%	-8%	56%	3%
	2017	74%	69%	5%	56%	18%
Same Grade Comparison		-15%				
Cohort Comparison		-24%				
05	2018	79%	66%	13%	55%	24%
	2017	65%	66%	-1%	53%	12%
Same Grade Comparison		14%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	84%	72%	12%	62%	22%
	2017	83%	71%	12%	62%	21%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	82%	71%	11%	62%	20%
	2017	76%	73%	3%	64%	12%
Same Grade Comparison		6%				
Cohort Comparison		-1%				
05	2018	84%	72%	12%	61%	23%
	2017	55%	70%	-15%	57%	-2%
Same Grade Comparison		29%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	67%	0%	55%	12%
	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	38	41	26	57	63	56	25				
ELL	48	57	50	52	64	50					
HSP	50	52	33	55	60	53	50				
MUL	75			81							
WHT	78	57	29	89	74	63	69				
FRL	70	55	37	77	65	55	56				

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	39	33	21	38	42	41	31				
ELL	43	36		48	30						
HSP	47	50	36	53	50	50	31				
MUL	91			82							
WHT	78	69	58	73	50	39	74				
FRL	63	61	47	62	48	39	54				

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-Learning Gains of the Lowest 25%
Rationale	EES Data has demonstrated a steady decline over the past years in ELA-Learning Gains of the Lowest 25%. 2018 Data within this sub category was 38%.
Intended Outcome	By the End of SY 2018-2019 62% of the Lowest 25% students will be successful in making a learning gain in FSA ELA..
Point Person	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)
Action Step	
Description	Bottom 25% of students shared with staff so they can "own" the students as well. After school reading groups and reading buddies implemented. Bi-weekly data checks to track progress of students. Adjusted master schedule to utilize staff resources insuring that many students have access to small group and individualized support. ELA PD offerings centered around Visible Learning, I-Ready, High Expectations Teaching during CPT Schedule. Specific ESOL and ESE groups created and monitored by both departments.
Person Responsible	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Bi-Weekly data checks. ELA PD offerings. Free after school enrichment provided to support ELA intervention and practice. Follow up at Team Leader and Data/Assessment teams to revise plan if necessary.
Person Responsible	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Activity #2

Title ELA-Achievement

Rationale Even though EES Students continue to score within the 70s, our students declined 1% in 2018 from 75% to 74% proficient. It is our goal to maintain a steady increase and improve by at least 2% each year.

Intended Outcome By the End of SY 2018-2019, 76% of EES students will be successful in reaching proficiency on the FSA ELA assessment.

Point Person Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Action Step

Description All student data shared with Data/Assessment team so K-5 staff can "own" the students. After school reading groups and reading buddies implemented. Bi-weekly data checks to track progress of students. Adjusted master schedule to utilize staff resources insuring that many students have access to small group and individualized support. ELA PD offerings centered around Visible Learning, I-Ready, High Expectations Teaching during CPT Schedule. District ELA PD training for grades 3-5.

Person Responsible Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Bi-Weekly data checks. ELA PD offerings. After school enrichment provided to support ELA intervention and practice. Follow up at Team Leader and Data/Assessment teams to revise plan if necessary.

Person Responsible Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Activity #3

Title ELA-Learning Gains

Rationale Data has shown a steady decrease in ELA Learning Gains. In fact, EES dropped from 67% to 58% in one school year. Our goal is to maintain a steady increase in ELA Learning Gains.

Intended Outcome By the End of SY 2018-2019 at least 62% of EES students will be successful in making a learning gain on FSA ELA.

Point Person Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Action Step

Description Student learning gain data shared with K-5 staff so they can "own" the students as well. After school reading groups and reading buddies implemented. Bi-weekly data checks to track progress of students. Adjusted master schedule to utilize staff resources insuring that many students have access to small group and individualized support. ELA PD offerings centered around Visible Learning, I-Ready, High Expectations Teaching during CPT Schedule.

Person Responsible Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Bi-Weekly data checks. ELA PD offerings. After school enrichment provided to support ELA intervention and practice. Follow up at Team Leader and Data/Assessment teams to revise plan if necessary.

Person Responsible Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Activity #4

Title Math-Learning Gains of the Lowest 25%

Rationale By the End of SY 2018-2019, 62% of the Lowest 25% students will be successful in making a learning gain on FSA Math.

Intended Outcome Our Math Learning Gains of the Lowest 25% have decreased over the past years. Our goal is to have systems in place to help us maintain Lowest 25% Learning Gains at or above 62% consistently.

Point Person Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Action Step

Description All student data shared with Data/Assessment team so K-5 staff can "own" the students. After school math groups and math buddies/mentors implemented. Bi-weekly data checks to track progress of students. Adjusted master schedule to utilize staff resources insuring that many students have access to small group and individualized support. PD offerings centered around Visible Learning, I-Ready, High Expectations Teaching during CPT Schedule. District PD training for all new employees. After school club specifically for ESOL students who are also in lowest 25%.

Person Responsible Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Bi-Weekly data checks. Math PD offerings for select staff. After school enrichment provided to support Math intervention and practice. Follow up at Team Leader and Data/Assessment teams to revise plan if necessary.

Person Responsible Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Activity #5

Title Math-Achievement

Rationale We are very proud to have our math achievement up to 84% of all students at or above proficiency. Our goal is to maintain and/or improve this number.

Intended Outcome By the End of SY 2018-2019, 84% or greater of EES students will be successful in reaching proficiency on the FSA Math assessment.

Point Person Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Action Step

Description All student data shared with Data/Assessment team so K-5 staff can "own" the students. After school math groups and math buddies/mentors implemented. Bi-weekly data checks to track progress of students. Adjusted master schedule to utilize staff resources insuring that many students have access to small group and individualized support. PD offerings centered around Visible Learning, I-Ready, High Expectations Teaching during CPT Schedule. District PD training for all new employees.

Person Responsible Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Bi-Weekly data checks. Math PD offerings for select staff. After school enrichment provided to support Math intervention and practice. Follow up at Team Leader and Data/Assessment teams to revise plan if necessary.

Person Responsible Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Activity #6	
Title	Math-Learning Gains
Rationale	Our Math Learning Gains have been very dynamic. Our goal would be to remain consistently higher than the 62% benchmark.
Intended Outcome	By the End of SY 2018-2019, 73% of EES students will be successful in making a Learning Gain on the FSA Math assessment.
Point Person	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Action Step	
Description	All student data shared with Data/Assessment team so K-5 staff can "own" the students. After school math groups and math buddies/mentors implemented. Bi-weekly data checks to track progress of students. Adjusted master schedule to utilize staff resources insuring that many students have access to small group and individualized support. PD offerings centered around Visible Learning, I-Ready, High Expectations Teaching during CPT Schedule. District PD training for all new employees.
Person Responsible	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	Bi-Weekly data checks. Math PD offerings for select staff. After school enrichment provided to support Math intervention and practice. Follow up at Team Leader and Data/Assessment teams to revise plan if necessary.
Person Responsible	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Activity #7	
Title	Science-Achievement
Rationale	Our Science data has shown a slow decrease. Our goal would be reverse this trend and create a steady increase.
Intended Outcome	By the End of SY 2018-2019, 71% of EES students will be successful in reaching proficiency on the Science assessment.
Point Person	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Action Step	
Description	Science Boot Camp, School-Wide Monthly K-5 STEM Challenges, Science Benchmark Testing data review. Science Buddies and STEM Fair opened to all grades K-5 for class and/or individual projects. Science Chair and Science Lab teachers participate in district PD offerings.
Person Responsible	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	Science data checks. Science PD offerings for select staff. After school enrichment provided to support Science enrichment and practice such as robotics. Follow up at Team Leader and Data/Assessment teams to revise plan if necessary. Add District Science Chair Cheri Dame as part of our CPT Trainings. Science Fair 3rd-5th Grade Participation
Person Responsible	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Activity #8

Title 5 Star School Goal-Increased Participation in Family Mileage Club

Rationale We have noticed a steady decline in family participation during Family Mileage Club each Thursday night. We want increase total participation in Family Mileage Club so our students and their families become better aware of fitness choices and heart healthy activities.

Intended Outcome By the End of SY 2018-2019, 80% of EES students and their families will participate in at least 1 or more Family Mileage Club events.

Point Person Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Action Step

Description Increased exposure on school news, marquee, notes home. Glass Cases used to highlight top runners, classes, etc at each grade level. Total school mileage tracked and posted as well. "Celebrity" Guest invited to help at mileage club such as members of the Tampa Bay Rays organization and other community leaders. Former students/alumni asked to help at Mileage Club and earn service hours.

Person Responsible Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Bi-weekly Mileage Club data posted with updates in glass cases. Weekly discussions and motivators discussed on ETV. Cards are punched and used to track mileage. Students, including siblings of students, can earn tokens based upon numbers of mileage run and cards completed.

Person Responsible Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

Activity #9	
Title	Attendance
Rationale	Attendance has been a key focus for us at EES. We have students who live in two school districts with school calendars that do not always match. We have notice a slight increase in students with 10 or more absences and we want to see our percentage go between 3% once again.
Intended Outcome	By the end of 2018-2019 we will decrease our at risk attendance percentage from 3.78 percent to below 3.00%.
Point Person	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)
Action Step	
Description	Teacher to Parent communication. Participation in Attendance Awareness events and activities. Reward system set up to celebration attendance. Data/Assessment team discussion on identified at risk attendance students. Make all teachers aware of students who are falling within the at risk attendance group much like we do for lower 25%.
Person Responsible	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Monitor attendance reports weekly. Communicate with parents through teacher contact, school contact and proactively utilize our truancy officer and social worker when necessary. Weekly reflective discussion at Data/Assessment/SWST and CPTs.
Person Responsible	Mark Grossenbacher (mark.grossenbacher@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.

On average 85% of EES parents participate in school activities, volunteer and/or provide input throughout the year.

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.

A guidance counselor is available to all students, should they need social or emotional support. Many classrooms have volunteers who are working with individual students. The Big Brothers/Big Sisters Program also reaches out to those students who may need a mentor.

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

Parent orientation/s are held each year to instruct, inform and provide support for all new families. PTA also hosts parent workshops and information sessions. New students are introduced to the school body during an ETV session. Administration and 5th Grade Teachers work with area middle schools to ensure smooth transition into middle school.

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.

The team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, class and individual academic/behavioral needs. Student information will be reviewed. Based on data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be graphed and monitored. Individual cases reviewed periodically to determine progress and reassess further instructional interventions. Team members then work with grade level PLCs to support individual and group needs for students.

SAC approved funds will be used to to support goals requiring professional development.

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

Robotics Team, 5 3-D printers on campus. Technical nonfiction writing practice in Science Lab and Science classes.

Part V: Budget

Total:	\$1,600.00
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