# Glenallen Elementary School

## 2019-20 Schoolwide Improvement Plan

## Table of Contents

# Glenallen Elementary School

## 7050 GLENALLEN BLVD, North Port, FL 34287

### www.sarasotacountyschools.net/glenallen

**Demographics**

## Principal: Rebecca Drum

Start Date for this Principal: 6/5/2016

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 83% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (63%)<br><br>2017-18: C (51%)<br><br>2016-17: B (57%)<br><br>2015-16: C (53%)<br><br>2014-15: A (66%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | Lucinda Thompson |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |

| ESSA Status | N/A |
|---|---|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## 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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www.sarasotacountyschools.net/glenallen

## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2018-19 Title I School** | **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|:---:|:---:|:---:|
| Elementary School<br>PK-5 | Yes | 80% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white on Survey 2) |
|:---:|:---:|:---:|
| K-12 General Education | No | 38% |

## School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|:---:|:---:|:---:|:---:|:---:|
| Grade | A | C | B | C |

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## Purpose and Outline of the SIP

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## 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 | Job Duties and Responsibilities |
|------|-------|----------------------------------|
| Drum, Rebecca | Principal | 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. |
| Gibson, Debbie | Teacher, K-12 | Grade 4 Team Leader: 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. |
| Tirabassi, Andrea | Teacher, K-12 | ELA Academic Support: Supports K-5 Teachers with analyzing student data, progress monitoring, curriculum, and best practices. |
| Hiestand, Jennifer | Teacher, K-12 | Behavior Specialist: Supports school-wide implementation of PBS, monitors student behavior interventions, and provides training/coaching/support to Pre K-5 staff to best meet the needs of our students. |
| LeFever, Andrea | Teacher, K-12 | Kindergarten Team Leader: 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. |
| Pikula, Rene | Teacher, K-12 | Specials Team Leader: 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. |
| Holt, Rick | Teacher, K-12 | Grade 5 Team Leader: 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. |
| McElroy, Kelly | Teacher, K-12 | Grade 3 Team Leader: 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. |
| Melton, Pamela | Teacher, K-12 | Grade 2 Team Leader: 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. |

| Name | Title | Job Duties and Responsibilities |
|------|-------|----------------------------------|
| Miller, Michelle | Assistant Principal | 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. |
| Waggoner, Traci | Teacher, K-12 | Kindergarten Team Leader: 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. |
| Levy, Hadas | Teacher, K-12 | Grade 1 Team Leader: 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. |

## Early Warning Systems

### Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-----------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 121 | 112 | 89 | 112 | 103 | 123 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 660 |
| Attendance below 90 percent | 1 | 15 | 5 | 9 | 12 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| One or more suspensions | 1 | 1 | 0 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| 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 | 6 | 16 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |

**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 | 0 | 0 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |

**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 | 10 | 12 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

**FTE units allocated to school (total number of teacher units)**

51

**Date this data was collected or last updated**

Monday 9/16/2019

## Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 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 with two or more early warning indicators:**

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

## Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 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 with two or more early warning indicators:**

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

## Part II: Needs Assessment/Analysis

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

| School Grade Component | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 55% | 68% | 57% | 62% | 68% | 55% |
| ELA Learning Gains | 59% | 62% | 58% | 56% | 63% | 57% |
| ELA Lowest 25th Percentile | 67% | 53% | 53% | 60% | 54% | 52% |
| Math Achievement | 62% | 73% | 63% | 65% | 72% | 61% |
| Math Learning Gains | 66% | 67% | 62% | 52% | 68% | 61% |
| Math Lowest 25th Percentile | 66% | 53% | 51% | 45% | 57% | 51% |
| Science Achievement | 63% | 65% | 53% | 59% | 64% | 51% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 121 (0) | 112 (0) | 89 (0) | 112 (0) | 103 (0) | 123 (0) | 660 (0) |
| Attendance below 90 percent | 1 (12) | 15 (10) | 5 (9) | 9 (15) | 12 (19) | 14 (8) | 56 (73) |
| One or more suspensions | 1 (2) | 1 (3) | 0 (0) | 2 (2) | 1 (2) | 3 (3) | 8 (12) |
| Course failure in ELA or Math | 0 (0) | 0 (4) | 0 (2) | 0 (3) | 0 (1) | 0 (0) | 0 (10) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 6 (40) | 16 (41) | 31 (31) | 53 (112) |

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 55% | 70% | -15% | 58% | -3% |
| | 2018 | 47% | 68% | -21% | 57% | -10% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 51% | 67% | -16% | 58% | -7% |
| | 2018 | 52% | 67% | -15% | 56% | -4% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | 4% | | | | |
| 05 | 2019 | 54% | 68% | -14% | 56% | -2% |
| | 2018 | 52% | 66% | -14% | 55% | -3% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 2% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 65% | 73% | -8% | 62% | 3% |
|  | 2018 | 56% | 72% | -16% | 62% | -6% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 64% | 72% | -8% | 64% | 0% |
|  | 2018 | 60% | 71% | -11% | 62% | -2% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | 8% | | | | |
| 05 | 2019 | 48% | 70% | -22% | 60% | -12% |
|  | 2018 | 60% | 72% | -12% | 61% | -1% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | -12% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 59% | 65% | -6% | 53% | 6% |
|  | 2018 | 65% | 67% | -2% | 55% | 10% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | | | | | |

## Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 30 | 56 | 58 | 42 | 71 | 71 | 43 | | | | |
| ELL | 33 | 47 | 57 | 54 | 68 | 75 | 38 | | | | |
| BLK | 55 | 58 | | 62 | 73 | | 69 | | | | |
| HSP | 41 | 63 | 58 | 55 | 67 | 75 | 52 | | | | |
| MUL | 45 | 67 | | 48 | 56 | | 55 | | | | |
| WHT | 61 | 57 | 84 | 65 | 66 | 62 | 64 | | | | |
| FRL | 53 | 58 | 62 | 60 | 65 | 62 | 62 | | | | |
| 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 | | | | | | |
| 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 | | | | |

## ESSA Data

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

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 63 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 69 |
| Total Points Earned for the Federal Index | 507 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 53 |
| 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 | 55 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| 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 | 63 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 60 |
| 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 | 54 |
| 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 | 67 |
| 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 | 61 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our lowest data point for school grade in 2019 was ELA Achievement, which showed a 1% decline from the prior year and is below both district (-13%) and state (-2%) averages. Historically, the trend has shown a need for priority to be placed in the lowest 25th percentile in both ELA and Math. We focused, last year, in those areas which had positive results in our data. However, this year's data shows a priority focus to be placed in overall

ELA Achievement and Learning Gains. Contributing factors may include lack of consistent attendance, newly hired staff requiring training and support and focus and PD needed on tier one teaching strategies and differentiation.

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

Science Achievement indicated the most significant decline school wide with a 5% decrease from the prior school year. Last years data showed an impressive gain in this area. A contributing factor that may have lead to this year's decline are lack of knowledge of science standards having three new teachers to Grade 5.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

ELA Lowest 25th Percentile: Our ELA lowest quartile (67%) proudly came in 15% above both the state (53%) and district (53%) average. Contributing factors include an increased focus in this area and new staffing for this group of students.

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

The most improvement was made in the Lowest 25th Percentile of Math (increase of 35%). As a result of reviewing data from previous year, we implemented the following:
*Contracted additional certified teachers to provide supplemental support to the Lowest Quartile of students for Math in a Small group setting during intervention time
* Provided training and support with the inclusion model
*CPT discussion weekly on lowest quartile and student needs
*Utilized Progress Monitoring Spreadsheets to track progress and identify needs
*Targeted Data Discussion to identify and address student needs

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Although improvement was shown in both areas, attendance and students scoring a Level 1 on statewide assessment are two areas we will continue to focus on. Attendance below 90% is currently at 56, down 17 from the previous year. Students scoring a Level 1 also declined from 112 to 53 (reduction of 59) for this school year.

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

1. ELA Achievement and Learning Gains
2.Math Achievement

3. Science Achievement
4. Attendance
5. Discipline

# Part III: Planning for Improvement

**Areas of Focus:**

| #1 | |
|---|---|
| **Title** | ELA Achievement, Learning Gains and Learning Gains of Lowest Quartile |
| **Rationale** | Although ELA Achievement and Learning Gains as related to school grade showed slight improvement in 2019, Glenallen still falls below the District Averages. (Achievement: Glenallen 55% - District 68%. Learning Gains: Glenallen 59% - District 62%). Although Learning Gains of the lowest 25% showed a substantial increase, growth of this group is still a continued focus. Specific student groups showing need for additional progress monitoring will include SWD Achievement (30%), ELL Achievement (33%), and HSP Achievement (41%). |

| **State the measurable outcome the school plans to achieve** | By the year 2020, there will be a minimum of a four-percentage point increase in student achievement, learning gains and learning gains of the lowest quartile of English/Language Arts (across Levels 3,4, & 5). (Goals: Ach.=59%, LG=63%, LGLQ=71%). |
|---|---|
| **Person responsible for monitoring outcome** | Rebecca Drum (rebecca.drum@sarasotacountyschools.net) |
| **Evidence-based Strategy** | Priority focus will be placed on PD and coaching for instructional staff on Tier One teaching, specifically teacher clarity, learning intentions and success criteria. Ongoing progress monitoring will be shared with Leadership Team to facilitate data chats and discussions. After school reading groups will be implemented and continued PD provided on Guided Reading during CPT. Both school and district ELA support staff will be used to model, coach and plan with teachers. Social/Emotional strategies will be used to help students regulate and learn at their very best daily. Additional progress monitoring throughout the year for subgroups SWD, ELL, and HSP will occur to monitor growth and made educational decisions to best support student learning. |
| **Rationale for Evidence-based Strategy** | Providing our teachers with quality PD and coaching will help them refine their strategies for Tier One instruction. Quality ongoing discussions using data with administration and the leadership team will provide collaborative opportunities to discuss student needs and plan instruction. |

| Action Step | |
|---|---|
| **Description** | 1. Continuous progress monitoring to facilitate data discussions with School Leadership. 2. ELA PD Opportunities and training from Reading Recovery teachers in Guided Reading and appropriate use of leveling and differentiated instruction. 3. Staff Meeting focus on effective Tier One instruction. 4. Coaching and modeling provided by school and district staff. 5. Morning greeting and Morning Meeting (SEL) daily 6. iReady Instructional Groups for SWD, ELL, and HSP subgroups will be created and progress monitored |
| **Person Responsible** | Michelle Miller (michelle.miller@sarasotacountyschools.net) |

| #2 | |
|---|---|
| **Title** | Math Achievement, Learning Gains, and Learning Gains of the Lowest Quartile |
| **Rationale** | Although our Math Lowest 25th Percentile improved from 35% to 66% and Math Learning Gains improved from 50% to 66% from school year 2018 to 2019, we still believe growth is needed in both these areas. In addition, we showed no growth in Math Achievement between the two testing years (both years at 62%). This is 1% below the State Average and 9% below the District Average. |

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| **State the measurable outcome the school plans to achieve** | By the year 2020, there will be a minimum of a four-percentage point increase in Student Achievement, Learning Gains, and Lowest 25th Percentile in Math (across Levels 3,4, & 5). (Goals: Ach.=66%, LG=70%, LGLQ=70%). |
| **Person responsible for monitoring outcome** | Rebecca Drum (rebecca.drum@sarasotacountyschools.net) |
| **Evidence-based Strategy** | Priority focus will be placed on coaching and feedback for instructional staff on Tier One teaching, specifically teacher clarity, learning intentions and success criteria. Ongoing progress monitoring will be shared with Leadership Team to facilitate data chats and discussions. Professional Development opportunities will be provided on strategies and differentiation for math. Both school and district math support staff will be used to model, coach and plan with teachers. 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. Social/Emotional strategies will be used to help students regulate and learn at their very best daily. |
| **Rationale for Evidence-based Strategy** | Providing our teachers with quality coaching and feedback will help them refine their strategies for Tier One instruction. Quality ongoing discussions using data with administration and the leadership team will provide collaborative opportunities to discuss student needs and plan effective instruction. |

| Action Step | |
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| **Description** | 1. Continuous progress monitoring to facilitate discussions on student achievement and effective planning<br>2. Staff Meeting focus on quality math instruction<br>3. Coaching and modeling provided by school and district staff<br>4. Morning greeting and Morning Meeting (SEL) daily<br>5. Contracted services will be added to maximize instruction and provide opportunity for small group focus |
| **Person Responsible** | Michelle Miller (michelle.miller@sarasotacountyschools.net) |

| #3 | |
|---|---|
| **Title** | Science Achievement |
| **Rationale** | 2018-2019 Science Achievement score of 63% showed a decline of 5% from the prior testing year (68%). Although this is 10% above the State Average of 53%, it is 2% below the District Average of 65%. Additional progress monitoring will be necessary for ELL student (38%) to monitor growth and help to make educational decisions. |
| **State the measurable outcome the school plans to achieve** | By the year 2020, there will be a minimum of a four-percentage point increase (67%) in student achievement in Science (across Levels 3,4, & 5). |
| **Person responsible for monitoring outcome** | Rebecca Drum (rebecca.drum@sarasotacountyschools.net) |
| **Evidence-based Strategy** | Quality Science instruction will be provided in the classrooms and on the specials wheel (K-5) with the support of school and district staff through coaching and modeling. Science Benchmark Testing data will be reviewed and used to plan instruction. Science Boot Camp will continue this year. STEM Fair will be opened to all grades K-5 for class and/or individual projects. Science Lab will be utilized for all grades levels and teachers will participate in district PD opportunities. Supplemental support will be provided to grade 5 students with small group science instruction from a school-based Title I teacher. Social/ Emotional strategies will be used to help students regulate and learn at their very best daily. English Language Learners will be progress monitored through an iReady Instructional Group as well as through ESOL push in services to monitor learning and make educational decisions to help students gain mastery of science concepts. |
| **Rationale for Evidence-based Strategy** | Providing our teachers with quality coaching and feedback will help them refine their strategies for Tier One instruction. Quality ongoing discussions using data with administration and the leadership team will provide collaborative opportunities to discuss student needs and plan effective instruction. The STEM Committee will meet regularly with representation from all grade levels to discuss instructional materials, resources, timelines and assessments. Helping students regulate and prepare for the days learning through SEL will enhance growth. |
| Action Step | |
| **Description** | 1. Continuous progress monitoring on Benchmark Data<br>2. Science PD Opportunities at district level<br>3. STEM Fair and Science Lab experiences<br>4. Coaching and modeling provided by school and district staff<br>5. Science Boot Camp<br>6. Morning greeting and Morning Meeting (SEL) daily<br>7. STEM Committee Meetings |
| **Person Responsible** | Michelle Miller (michelle.miller@sarasotacountyschools.net) |

| #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 from 73 students in 2018 to 56 students in the 2019<br>school year. Even with this huge decrease of 17%, we believe additional progress needs to be made in the area of attendance. |

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| **State the measurable outcome the school plans to achieve** | By the year 2019, there will be a 10% reduction in the number of students with chronic absences from 56 students to less than 51 students. |
| **Person responsible for monitoring outcome** | Rebecca Drum (rebecca.drum@sarasotacountyschools.net) |
| **Evidence-based Strategy** | Home-School Liaison will review student attendance weekly. She will meet with administration monthly to review attendance data, trends, and support needs.Spreadsheets are used to collect and monitor attendance.<br>Incentives and rewards will be set up to encourage good attendance from all students. Parent meetings and breakfasts will be held and student lunch-bunch groups planned to teach the importance of good attendance.<br>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. MTSS process will be used to help increase student attendance. |
| **Rationale for Evidence-based Strategy** | Good attendance is imperative to student success. A comprehensive attendance plan is necessary to teach both families and students the importance of good attendance. This is achieved through reaching out to parents/guardians as well as students in a variety of ways. Keeping accurate data and sharing concerns with parents helps to provide support as needed. |

| Action Step | |
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| **Description** | 1. Attendance spread sheet and review of data with administration<br>2. Incentive program and rewards for good attendance<br>3. Family communication through breakfasts, meetings, calls and letters<br>4. Student groups and lunch-bunches<br>5. Support of SWST team when needed to discuss academic concerns. |
| **Person Responsible** | Michelle Miller (michelle.miller@sarasotacountyschools.net) |

| #5 | |
|---|---|
| **Title** | Discipline/Social Emotional Learning |
| **Rationale** | We are proud of our reduction in OSS in the 2019 school year, as they decreased from 12 (2018) to 8 (2019). Despite that improvement, disruptive student behavior that results in students being removed from class and/or resulting in suspension continues to be a concern. Providing our staff with knowledge on Trauma Informed Care and strategies to incorporate Social/Emotional Learning will help to keep that number low and maximize instructional time for our students. |
| **State the measurable outcome the school plans to achieve** | By the year 2020, there will be a 10% reduction in the number of discipline incidents that result in a referral from the previous year (2019: 92/ 2020: 83). |
| **Person responsible for monitoring outcome** | Rebecca Drum (rebecca.drum@sarasotacountyschools.net) |
| **Evidence-based Strategy** | New staff will be trained on using CHAMPS in the classroom and students will receive CHAMPS training for various school settings (classroom, hall, lunch room, bus). Staff will receive CPI training and PD on Social/Emotional Learning and Trauma Informed Care from school and district staff. The master schedule will be adjusted to allow time for daily Morning Meetings to help students regulate their emotions and build relationships with each other and with their teacher preparing them for learning for the day. Students will be personally greeted at the door daily, choosing their greeting, and then participate in a check-in of their emotional state of mind. The PBS committee will meet regularly to develop and implement a school-wide PBS plan, giving students incentives to positive behavior. Grade level teams will discuss students at CPT and use the MTSS process, as needed, with students of concern. |
| **Rationale for Evidence-based Strategy** | All learning is Social/Emotional Learning, but because of our population, we see an increase in the need to help students regulate emotions and build relationships with adults and peers. Helping our staff to understand Trauma Informed Care and Social/Emotional Learning will result in increased student achievement and a decrease in behavioral concerns. |
| **Action Step** | |
| **Description** | 1. Staff and Student CHAMPS training<br>2. Staff CPI Training<br>3. Professional Development on SEL and Trauma Informed Care<br>4. Adjust master schedule for Morning Meeting<br>5. Develop and implement PBS Plan<br>6. Use of CPT and MTSS process for students with behavioral concerns |
| **Person Responsible** | Michelle Miller (michelle.miller@sarasotacountyschools.net) |

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

School climate is another area always in need of focus. We have strategically built a monthly plan to help keep staff morale high throughout the year. A new staff PBS/Recognition system was created to help align our PBS PRIDE traits to staff recognition.

## 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 Schoolwide Improvement Plan 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.**

We seek parental participation and input from members of our School Advisory Council (SAC), Glenallen's Parent Volunteer Program. The School Advisory Council (SAC) is comprised of community and business partners, parents and staff members and is responsible for the development, evaluation and review of our school programs. The SAC meetings are advertised and are open to all parents. We also encourage parental feedback through surveys and our school website. Our School Advisory Council will discuss the planning, review and improvement of Title I programs throughout the 2019-20 school year. All stakeholders will be encouraged to attend monthly SAC meetings to offer input and feedback about the effectiveness of our Title I programs. Parents are regularly updated on all school events through the Community Outreach Platform, school newsletters, PeachJar flyers, marquee, and school web pages.

**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). Students start their day with a Morning Greeting and Morning Meeting to help regulate emotions and build relationships to better prepare them for the day's learning.

See above

**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. We send information to local daycare and preschool facilities to invite families to attend. We provide an overview of what a day in kindergarten will look like at Glenallen. Materials are provided to help parents and incoming 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, which assists 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 by participating with kindergarten classes during the last quarter of the school year.

Information is shared with fifth grade families about local middle schools. 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, where collaboration takes place between our school counselor, ESE liaisons and behavior specialist and their counterparts at the middle school.

A Summer Learning Academy is held for incoming K-2nd grade students to help them successfully transition into the next grade level. Academic and enrichment programs are provided for students and families. At Glenallen, all incoming Kindergarten students are assessed with the Florida Kindergarten Readiness Screener (FLKRS). 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. Parents are made aware of skill deficits and the interventions that are put in place. Interventions are monitored regularly and changed as needed to meet the needs of students. School administration uses the Florida Continuous School Improvement Model to analyze data, identify problems, and obtain feedback on instructional programs and resources to determine next steps in the decision making process.

**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.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: ELA Achievement, Learning Gains and Learning Gains of Lowest Quartile | $0.00 |
|---|--------|---------------------------------------------------------------------------------------|-------|
| 2 | III.A. | Areas of Focus: Math Achievement, Learning Gains, and Learning Gains of the Lowest Quartile | $0.00 |

| 3 | III.A. | Areas of Focus: Science Achievement | $0.00 |
|---|---|---|---|
| 4 | III.A. | Areas of Focus: Attendance | $0.00 |
| 5 | III.A. | Areas of Focus: Discipline/Social Emotional Learning | $0.00 |
| | | Total: | $0.00 |