Englewood Elementary School

2020-21 Schoolwide Improvement Plan

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Englewood Elementary School

150 N MCCALL RD, Englewood, FL 34223

www.sarasotacountyschools.net/englewood

Demographics

Principal: Curtis Schwartz

Start Date for this Principal: 9/21/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (63%) 2016-17: B (61%) 2015-16: 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	TS&I
* 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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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	48%

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

School Board Approval

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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.

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Grossenbacher, Mark	Principal	Manage, reflect and revise SIP plan as it is being implemented throughout the 2020-2021 school year.
shaer, penny	School Counselor	Penny is a member of the PBS and Data/Assessment team. Penny will identify students needed tier 2/3 support. Penny will also offer social/emotional trainings/workshops as needed.
lugar, pamela	Teacher, ESE	Pam is our ESE Liaison. She is also a member of our team leader and data/assessment teams. Pam is responsible for monitoring our ESE K-5 student progress and providing support for our K-5 inclusion model. Pam also keeps teachers informed about their students IEP goals in reading/math. She also provides strategies for teachers to reach these goals.
ziarnicki, ellen	Assistant Principal	Ellen is our assistant principal. She is responsible for leading the Data/Assessment team and tracking all behaviors as they related to affecting academics. Ellen will work in tandem with our school social worker to provide specific and targeted assistant for those students needing specialized and immediate care. Ellen also helps to support the principal in managing and maintaining SIP.
	SAC Member	As SAC Chair Katie Rembisz helps to develop, monitor and keep our SAC committee informed throughout the year.

Demographic Information

Principal start date
Monday 9/21/2020, Curtis Schwartz

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
40

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (63%) 2016-17: B (61%) 2015-16: 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	TS&I

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

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	93	108	103	83	89	76	0	0	0	0	0	0	0	552
Attendance below 90 percent	0	4	7	4	1	5	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	5	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	3	3	2	0	1	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5

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	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	1	6	3	2	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 9/21/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	98	93	89	95	103	0	0	0	0	0	0	0	585
Attendance below 90 percent	5	13	13	6	8	6	0	0	0	0	0	0	0	51
One or more suspensions	0	3	4	1	2	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	5	2	0	2	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	5	6	14	0	0	0	0	0	0	0	25

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	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	6	6	0	3	0	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	98	93	89	95	103	0	0	0	0	0	0	0	585
Attendance below 90 percent	5	13	13	6	8	6	0	0	0	0	0	0	0	51
One or more suspensions	0	3	4	1	2	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	5	2	0	2	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	5	6	14	0	0	0	0	0	0	0	25

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	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	6	6	0	3	0	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	76%	68%	57%	74%	68%	55%
ELA Learning Gains	63%	62%	58%	67%	63%	57%
ELA Lowest 25th Percentile	33%	53%	53%	52%	54%	52%
Math Achievement	80%	73%	63%	71%	72%	61%
Math Learning Gains	69%	67%	62%	50%	68%	61%
Math Lowest 25th Percentile	60%	53%	51%	42%	57%	51%
Science Achievement	72%	65%	53%	68%	64%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	74%	70%	4%	58%	16%
	2018	83%	68%	15%	57%	26%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	72%	67%	5%	58%	14%
	2018	59%	67%	-8%	56%	3%
Same Grade Comparison		13%				
Cohort Comparison		-11%				
05	2019	75%	68%	7%	56%	19%
	2018	79%	66%	13%	55%	24%
Same Grade Comparison		-4%				
Cohort Comparison		16%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	76%	73%	3%	62%	14%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
	2018	84%	72%	12%	62%	22%	
Same Grade Comparison	-8%						
Cohort Comparison							
04	2019	82%	72%	10%	64%	18%	
	2018	82%	71%	11%	62%	20%	
Same Grade Comparison	0%						
Cohort Comparison	-2%						
05	2019	81%	70%	11%	60%	21%	
	2018	84%	72%	12%	61%	23%	
Same Grade Comparison	-3%						
Cohort Comparison	-1%						

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	70%	65%	5%	53%	17%	
	2018	67%	67%	0%	55%	12%	
Same Grade Comparison	3%						
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	43	29	6	46	44	38	36				
ELL	50	31		71	82	73					
HSP	57	46	23	73	67	64	36				
MUL	78	71		78	64						
WHT	79	65	37	81	69	61	76				
FRL	65	55	27	74	62	56	58				
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				

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)	TS&I
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	516
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Looking at 2018-19 data, Bottom Quartile Reading Learning Gain: Although this improved by 1%, only 33% of our bottom quartile readers demonstrated a learning gain. We have noticed a declining trend over the past 5 years in this component. Transiency and lack of consistent attendance have contributed to this. We have looked at ways to improve attendance for our bottom quartile students and provide free after school tutoring in ELA for all bottom quartile readers. Our school also instituted Reading Recovery at 1st grade to help identify and provide scaffolded support for all non readers. We also will continue a K-5 full inclusion model to provide models and high expectations exposure to our students identified with significant deficits in reading. GEER Up and United Way Reading Clubs have been established to help our students recover from being away during the Quarantine.

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

Due to Covid-19 we are looking at our 2018-2019 data, 3rd Grade ELA Proficiency: Our 3rd grade readers declined 9 percent going from 83% to 74% in 2019 of our students scoring a 3 or higher on the FSA. Although 74% is still a very high scoring approximately 33% of this class in 3rd grade needed academic and/or behavioral support through an IEP or 504. We were very proud of the 74% considering these factors and the dedicated effort our 3rd grade team and support staff put in to achieve such a high proficiency score.

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.

3rd Grade Math: Our 3rd Grade Math proficiency score came in very high at 76%. This came in 3% above the district and 14% above the state average.

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

Grade 4 ELA Proficiency: Grade 4 jumped 13 points going from 59% to 72% scoring at or above proficiency. During the 2018-19 school year we provided free after school tutoring for our 4th grade bottom quartile students. We also provided free tutoring for our 4th grade ESOL students. This is being supported by our GEER Up program and the United Way funding.

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

Students with Disabilities: Our SWD subgroup scored at 35% at or above proficiency.

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

1. Getting our students back to grade level expectations following the return from state-wide remote learning last spring.
2. Bottom Quartile Readers
3. Students with Disabilities in Reading
4. Bottom Quartile Math

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	The goal of our leadership team is to continue to consistently communicate and model the strategies of classroom discussions, feedback practices and teacher clarity.
Measurable Outcome:	It is the expectation that EES leadership will model and communicate the following strategies through frequent walk throughs, observations and collaborative planning meetings.
Person responsible for monitoring outcome:	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)
Evidence-based Strategy:	Technique of Learning Walks modeled and practiced at BDLA and the Center for Educational Leadership will be used. Our leadership team will identify, note, discuss and reflect classroom look fors with a focus on Purpose and Rigor as they related to the strategies of classroom discussions, feedback practices and teacher clarity.
Rationale for Evidence-based Strategy:	Established classroom look fors are decided after collaborating with leadership team, cpts and student data monitored by our data and assessment team. The leadership team will continually reflect and revise look fors as we monitor our student's (face to face and remote) levels of performance throughout the 20-21 school year.

Action Steps to Implement

Established classroom look fors are decided after collaborating with leadership team, cpts and student data monitored by our data and assessment team. The leadership team will continually reflect and revise look fors as we monitor our student's (face to face and remote) levels of performance throughout the 20-21 school year.

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

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	After returning from Covid-19 Stay at Home order, now more than ever EES will focus on the high effect strategies of classroom discussions, feedback practices and teacher clarity. It is imperative that our students' data is quickly determined for face to face and remote students. Upon getting baseline data our teachers will work to "re-socialize" our students with effective classroom discussions, provide opportunities for real time feedback and be sure to verbalize data so students know where they are and where they need to go.
Measurable Outcome:	All students, face to face and remote, will demonstrate significant growth in reading and math as determined by I-Ready Diagnostic 1-3.
Person responsible for monitoring outcome:	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)
Evidence-based Strategy:	Upon getting baseline data our teachers will work to "re-socialize" our students with effective classroom discussions, provide opportunities for real time feedback and be sure to verbalize data so students know where they are and where they need to go.
Rationale for Evidence-based Strategy:	After returning from Covid-19 Stay at Home order, now more than ever EES will focus on the high effect strategies of classroom discussions, feedback practices and teacher clarity. It is imperative that our students' data is quickly determined for face to face and remote students.

Action Steps to Implement

After returning from Covid-19 Stay at Home order, now more than ever EES will focus on the high effect strategies of classroom discussions, feedback practices and teacher clarity. It is imperative that our students' data is quickly determined for face to face and remote students. This will be monitored by Data/ Assessment and Team Leader teams.

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

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	All teachers have been trained in CHAMPS, this year we will ask that our teachers "CHAMP UP" each activity to clearly state classroom expectations for face to face and remote learners. Students will be recognized when following the CHAMPS expectations through the use of celebration stations and eagle feathers.
Measurable Outcome:	We will be looking at number of eagle feathers collected at the celebration stations throughout the year. This will show real time numbers of students demonstrating daily CHAMPS expectations. We will also be looking at adding a behavior component to our reading celebrations. This will be determined by using discipline and attendance data.
Person responsible for monitoring outcome:	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)
Evidence-based Strategy:	We have identified CHAMPS as a way to model, teach, and improve daily behavior and esteem in the classroom. The implementation of CHAMPS will show a positive impact in attendance, discipline and daily demonstration of positive behavior as seen by discipline data, daily attendance and eagle feathers.
Rationale for Evidence-based Strategy:	CHAMPS clearly models and teaches a specific step by step process toward positive behavior modification.

Action Steps to Implement

All teachers have been trained in CHAMPS, this year we will ask that our teachers "CHAMP UP" each activity to clearly state classroom expectations for face to face and remote learners. Students will be recognized when following the CHAMPS expectations through the use of celebration stations and eagle feathers. Our PBS committee chair as well as admin. team will model, provide resources and meet with PBS committee every other week to reflect and revise implementation plan throughout the year.

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

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Based on 2018-2019 results our ESE sub population scored at 35% proficiency. It is our goal to increase by 6% to 41% for the 2020-2021 testing year. We have revised our ESE model to include 3 resource teachers so our students receive grade level curriculum with scaffolding and daily support in reading, math and Science. We have also included ESE students in our GEER UP and United Way after school tutoring programs for additional targeted small group instruction in reading and math.
Measurable Outcome:	Based on 2018-2019 results our ESE sub population scored at 35% proficiency in reading. It is our goal to increase by 6% to 41% for the 2020-2021 testing year in reading. We will also expect significant growth in math and science as measured by FSA reading, I-Ready math diagnostics and Science benchmarks administered school wide 3rd-5th.
Person responsible for monitoring outcome:	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)
Evidence-based Strategy:	We have revised our ESE model to include 3 resource teachers so our students receive grade level curriculum with scaffolding and daily support in reading math and intermediate science. Each resource teacher is specifically targeting individualized student goals within the IEP and demonstrated scores on diagnostics and benchmark assessments.
Rationale for Evidence-based Strategy:	IEP goals are specific to students' area of need. By targeting the specific goals, we are providing each student with the academic support they need to increase their outcomes and proficiency in reading, math and science. Our resource and instructional staff will use evidence-based strategies of classroom discussions, feedback practices and teacher clarity when working with our ESE students.

Action Steps to Implement

We have revised our ESE model to include 3 resource teachers who push in daily to support our students using the inclusion model. This will allow our students to receive grade level curriculum with scaffolding daily in their gen. ed. classroom. Each resource teacher is specifically targeting individualized student goals and will utilize strategies of classroom discussions, feedback practices and teacher clarity when working with ESE students.

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

Additional Schoolwide Improvement Priorities

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

Our 2020-2021 problem of practice will continue to be is if the principal and leadership team consistently communicate and model classroom discussion, feedback practices and teacher clarity in all subject areas we will continue to demonstrate growth and proficiency K-5.

Part IV: Positive Culture & Environment

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

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

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

A guidance counselor is available to all students, should they need social or emotional support. This school year EES will provide a full time mental health specialist on campus. Once CDC guidelines allow, many classrooms will have volunteers who are working with individual students. All Instructional Staff has received training in Mental Health. All staff have received training in CHAMPS management system. The Big Brothers/Big Sisters Program also reaches out to those students who may need a mentor.
Parent orientation/s are held each year (currently done virtually) 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.
Once CDC guidelines allow, EES will continue to average 85% of EES parents participate in school activities, volunteer and/or provide input throughout the year.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00