

Sarasota County Schools

Glenallen Elementary School



2020-21 Schoolwide Improvement Plan

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Glenallen Elementary School

7050 GLENALLEN BLVD, North Port, FL 34287

www.sarasotacountyschools.net/glenallen

Demographics

Principal: Rebecca Drum

Start Date for this Principal: 9/14/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: C (51%) 2016-17: B (57%) 2015-16: C (53%)
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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Glenallen Elementary School

7050 GLENALLEN BLVD, North Port, FL 34287

www.sarasotacountyschools.net/glenallen

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 PK-5	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

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

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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 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, position title, and job duties/responsibilities 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.
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.
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

Name	Title	Job Duties and Responsibilities
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.		
Cheeseman, Sean	Teacher, K-12	
Duffey, Alexandra	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.
Berg, Michelle		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.

Demographic Information

Principal start date

Monday 9/14/2020, Rebecca Drum

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.*

11

Total number of teacher positions allocated to the school

54

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: C (51%) 2016-17: B (57%) 2015-16: C (53%)
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 .	

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	69	100	93	82	94	97	0	0	0	0	0	0	0	535	
Attendance below 90 percent	6	10	4	3	7	5	0	0	0	0	0	0	0	35	
One or more suspensions	0	1	4	1	7	3	0	0	0	0	0	0	0	16	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	1	3	4	0	0	0	0	0	0	0	8	
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	10	0	0	0	0	0	0	0	12	

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	1	5	2	3	7	6	0	0	0	0	0	0	0	24

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	5	10	0	4	1	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 8/14/2020

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	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

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	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

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	
	(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	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

ESSA Federal Index	
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%	0
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%	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	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
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%	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	61
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.

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. Contributing factors may have included a 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.

The 2019 Science Achievement indicated the most significant decline school wide with a 5% decrease from the prior school year. A contributing factor that may have lead to the 2019 year's data 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.

The 2019 data showed the greatest gap was in 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 priority 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?

In 2019, the greatest improvement was made in the Lowest 25th Percentile of Math (increase of 35%). As a result of reviewing data from the 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 Discussions to identify and address student needs

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

For the 2020-2021 school year, data shows the need to monitor student attendance and participation. Considering the events of the last year with the Covid 19 pandemic, we find the need to specifically focus on remote learners. This will require us to develop new parent and family engagement strategies to partner with families in the learning of our students.

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

1. ELA Achievement and Learning Gains
2. Math Achievement and Learning Gains
3. Science Achievement
4. Positive Behavior Support
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Although ELA Achievement and Learning Gains as related to school grade showed slight improvement in 2019, Glenallen still fell 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. Based on 2019 data, specific student groups showing need for additional progress monitoring will include SWD Achievement (30%), ELL Achievement (33%), and HSP Achievement (41%).
Measurable Outcome:	By the year 2021, there will be a minimum of a four-percentage point increase in student achievement, learning gains, learning gains of the lowest quartile of English/Language Arts (across Levels 3,4, & 5), and the subgroups ELL, SWD, and HSP. (Goals: Ach.=59%, LG=63%, LGLQ=71%, ELL=37%, SWD=34%, HSP=45%).
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 on High Expertise Teaching. Ongoing progress monitoring will be shared with the Leadership Team to facilitate data chats and discussions. After school reading groups will be implemented and continued PD provided on Guided Reading during professional days. 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. Staff will be given professional development opportunities for remote student engagement strategies. Additional progress monitoring throughout the year for subgroups SWD, ELL, and HSP will occur to monitor growth and make educational decisions to best support student learning.
Rationale for Evidence-based Strategy:	Providing our teachers with quality PD opportunities and reviewing High Expertise Teaching strategies will help them refine their practice and 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 Steps to Implement

1. Continuous progress monitoring to facilitate data discussions with School Leadership
2. ELA PD Opportunities and training from school and district staff members, as well as contracted vendors, in Guided Reading, Heggerty, Write Score and Leveled Literacy Intervention
3. Staff Meeting focus on effective High Expertise Teaching strategies
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. Instructional Practice specifically relating to Math

Area of Focus Description and 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. Based on 2019 data, specific student groups showing need for additional progress monitoring will include SWD Achievement (42%) and HSP Achievement (55%).
Measurable Outcome:	By the year 2021, there will be a minimum of a four-percentage point increase in Student Achievement, Learning Gains, Lowest 25th Percentile in Math (across Levels 3,4, & 5), and the SWD and HSP subgroups. (Goals: Ach.=66%, LG=70%, LGLQ=70%, SWD=46%, HSP=59%).
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 High Expertise Teaching strategies. Ongoing progress monitoring will be shared with the 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. Support staff will be working 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. Staff will be given professional development opportunities for remote student engagement strategies. Additional progress monitoring throughout the year for the subgroups SWD and HSP will occur to monitor growth and make educational decisions to best support student learning.
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 Steps to Implement

1. Continuous progress monitoring to facilitate discussions on student achievement and effective planning
2. Staff Meeting focus on quality math instruction
3. Coaching and modeling provided by school and district staff
4. Morning greeting and Morning Meeting (SEL) daily
5. Support staff will be utilized to maximize instruction and provide opportunities for small group instruction
6. iReady Instructional Groups for SWD and HSP subgroups will be created and progress monitored

Person Responsible Michelle Miller (michelle.miller@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: 2019 Science Achievement score of 63% showed a decline of 5% from the prior testing year (68%). Although this was 10% above the State Average of 53%, it was still 2% below the District Average of 65%. Additional progress monitoring will be necessary for ELL student (38%) and HSP (52%, a decline of 24%) to monitor growth and help to make educational decisions.

Measurable Outcome: By the year 2021, there will be a minimum of a four-percentage point increase (67%) in student achievement in Science (across Levels 3, 4, & 5) as well as the subgroups HSP (56%) and ELL (42%).

Person responsible for monitoring outcome: Rebecca Drum (rebecca.drum@sarasotacountyschools.net)

Evidence-based Strategy: Quality Science instruction will be provided in the classrooms and in the Science Lab (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. 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 ELL and HSP will occur to monitor growth and make educational decisions to best support student learning. Teachers will progress monitor student mastery throughout the school year.

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. Staff will be given professional development opportunities for remote student engagement strategies.

Action Steps to Implement

1. Continuous progress monitoring on Benchmark Data
2. STEM Committee Meetings
3. Science Lab experiences
4. Coaching and modeling provided by school and district staff
5. Science Boot Camp
6. Morning greeting and Morning Meeting (SEL) daily

Person Responsible: Michelle Miller (michelle.miller@sarasotacountyschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and 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 73 students in 2018 to 56 students in the 2019 school year. Now with Covid 19 and remote learning, monitoring attendance has not only become more difficult, but has become even more important.

Measurable Outcome: By the year 2021, 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 regularly to review attendance for both in person and remote learners as well as data, trends, and support needs. Parent contacts held regularly with families in need of attendance supports. The School Wide Support Team (SWST) will meet regularly to review students with attendance or truancy concerns. 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. 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 Steps to Implement

1. Home-school liaison will review attendance data with administration regularly
2. Monitor attendance for consistent participation and attendance of remote learners throughout the school day
3. Family communication through phone calls and letters
4. Collaboration with the SWST team, as needed, to discuss attendance concerns
5. Provide technology to families needing it to access remote learning

Person Responsible: Michelle Miller (michelle.miller@sarasotacountyschools.net)

#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: In 2019, Glenallen had 16 days of OSS documented. In the first three quarters in 2020, we had 23 days of OSS documented. 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 positive behavior strategies to incorporate Social/Emotional Learning will help to keep that number low and maximize instructional time for our students.

Measurable Outcome: By the year 2021, there will be a 10% reduction in OSS days from 2019 from 16 days to 14 days.

Person responsible for monitoring outcome: Sean Cheeseman (sean.cheeseman@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 designed 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 CPTs and use the MTSS process, as needed, with students of concern. Strategies will be shared to engage remote learners by using positive behavior supports and remote CHAMPS rewards.

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 Steps to Implement

1. Staff and Student CHAMPS training
2. Staff CPI Training
3. Professional Development on SEL and Trauma Informed Care
4. Allow time master schedule for Morning Meeting
5. Develop and implement PBS Plan
6. Use of CPT and MTSS process for students with behavioral concerns

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

Additional Schoolwide Improvement Priorities

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

As a result of the Covid-19 pandemic, communication between school and home has become even more imperative to better engage our learners (both remote and in person) to increase participation and attendance. The school will need to find innovative ways to involve parents and families of remote learners so they feel connected to the school community and involved in the learning of their child. Using platforms like Zoom, TEAMS, Dojo, Blackboard, etc., teachers will develop a partnership with parents and families. School administration will send digital family newsletters and ConnectEd messages to keep parents informed and connected with the school. Keeping parents actively engaged with Glenallen Elementary will increase attendance for both remote and in person students.

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.

We have identified two Parent Engagement Coordinators who will work with administrators and school staff to plan activities that will engage our parents in strategies and resources they can use at home for ELA, Math, and Science to support our student's academic growth.

Glenallen provides Parent and Family Engagement materials and training designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

The full text and summary of this Schoolwide Improvement Plan/Title I Schoolwide Program Plan may be found online or as a hard copy by request. The Summary is available in English and Spanish.

Parent and families are regularly invited to attend Glenallen to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Glenallen responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this Schoolwide Improvement Plan is not satisfactory to parents, parents/families are encouraged to submit such comments

in writing so that the school can document and submit any parents' comments.

Furthermore, a Title I Annual Meeting is scheduled for parents and families at a convenient time during the school year. All parents are invited and encouraged to attend through timely notice in English, Spanish, and Russian. At times, childcare, light snacks and interpreters are provided in an effort to remove barriers and increase participation. The purpose of the Title I Annual Meeting is to describe the school's participation in the Title I, Part A program and the rights of families to be involved. During the Title I Annual Meeting, information related to curriculum, the State's challenging academic standards, local and state assessments including alternative assessments, achievement levels, how to monitor progress, and parents right to know will also be provided.

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: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00