

Sarasota County Schools

Glenallen Elementary School



2021-22 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: 7/1/2012

| | |
|--|--|
| 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 |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 83% |
| 2020-21 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%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |

* 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

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">74%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">40%</p> |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Grade | | A | A | C |

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Glenallen Elementary School is to ensure successful learning experiences for all students by providing an academically challenging environment which is both caring and supportive.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|---|
| Drum, Rebecca | Principal | As principal, Mrs. Drum oversees the Glenallen Leadership Team which meets twice monthly (or as needed) to ensure alignment of school resources with each grade level. She leads discussions on school-wide trends and concerns are problem solved as a team. Mrs. Drum meets monthly with team leaders to 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. She also facilitates collaborative analysis of student performance data to determine students in need of intervention and/or extension. |
| Miller, Michelle | Assistant Principal | Assists principal to facilitate the Glenallen Leadership Team to ensure alignment of school resources with each grade level. Leads discussions on school-wide trends and concerns are problem solved as a team. Works collaboratively with Team Leaders to gather and disseminate information regarding student achievement and planning instructional strategies to accomplish goals and help every child succeed. Collaboratively analyze student performance data to determine students in need of intervention and/or extension. Works with the ESE liaisons to ensure exceptional students get accommodations and services required for their success. Takes a leadership role in PBIS and student behavior. |
| Duffey, Alexandra | Teacher, K-12 | Kindergarten Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child achieve. |
| Berg, Michelle | Teacher, K-12 | First Grade Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child achieve. |
| Melton, Pamela | Teacher, K-12 | Second Grade Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child achieve. |
| McElroy, Kelly | Teacher, K-12 | Third Grade Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child achieve. |
| Holt, Rick | Teacher, K-12 | Fifth Grade Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child achieve. |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|--|
| Cheeseman, Sean | Behavior Specialist | Support Staff Co-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 achieve. Behavior Specialist: Collaborates with teachers on PBIS and Student behavior to help students achieve socially, emotionally and academically. |
| Levy, Hadas | Teacher, K-12 | ELA Academic Support: Supports K-5 teachers with analyzing student data, progress monitoring, curriculum and best practices. |
| Rainey, Tracy | Teacher, K-12 | Math & Science Academic Support and Behavior Support: Supports K-5 teachers with analyzing student data, progress monitoring, curriculum and best practices. |
| FISHER, LESLIE | Teacher, K-12 | Fourth Grade Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child achieve. |

Demographic Information

Principal start date

Sunday 7/1/2012, 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

63

Total number of students enrolled at the school

645

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

Demographic Data

Early Warning Systems

2021-22

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 | 114 | 104 | 114 | 100 | 120 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 645 |
| Attendance below 90 percent | 4 | 18 | 20 | 19 | 13 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 89 |
| One or more suspensions | 1 | 1 | 2 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Course failure in ELA | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in Math | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Number of students with a substantial reading deficiency | 23 | 11 | 18 | 26 | 16 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 133 |

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 | 3 | 2 | 2 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

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 | 13 | 15 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - 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 | 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 |

2020-21 - 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 | 95 | 109 | 102 | 93 | 105 | 102 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 606 |
| Attendance below 90 percent | 4 | 9 | 3 | 3 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| One or more suspensions | 0 | 1 | 3 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| 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 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 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 | 3 | 2 | 2 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

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 | 4 | 6 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 55% | 68% | 57% | 54% | 66% | 56% |
| ELA Learning Gains | | | | 59% | 62% | 58% | 52% | 57% | 55% |
| ELA Lowest 25th Percentile | | | | 67% | 53% | 53% | 40% | 46% | 48% |
| Math Achievement | | | | 62% | 73% | 63% | 62% | 72% | 62% |
| Math Learning Gains | | | | 66% | 67% | 62% | 50% | 63% | 59% |
| Math Lowest 25th Percentile | | | | 66% | 53% | 51% | 31% | 51% | 47% |
| Science Achievement | | | | 63% | 65% | 53% | 68% | 66% | 55% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 55% | 70% | -15% | 58% | -3% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 51% | 67% | -16% | 58% | -7% |
| Cohort Comparison | | -55% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 54% | 68% | -14% | 56% | -2% |
| Cohort Comparison | | -51% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 65% | 73% | -8% | 62% | 3% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 64% | 72% | -8% | 64% | 0% |
| Cohort Comparison | | -65% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 48% | 70% | -22% | 60% | -12% |
| Cohort Comparison | | -64% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 59% | 65% | -6% | 53% | 6% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady data is used to progress monitor students throughout the year in reading and math. Florida State Science Assessment scores are used to determine proficiency in science.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 25 | 45 | 74 |
| | Economically Disadvantaged | 19 | 47 | 79 |
| | Students With Disabilities | 11 | 24 | 48 |
| | English Language Learners | 11 | 19 | 48 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 18 | 42 | 73 |
| | Economically Disadvantaged | 13 | 29 | 73 |
| | Students With Disabilities | 11 | 23 | 45 |
| | English Language Learners | 7 | 15 | 50 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 38 | 56 | 75 |
| | Economically Disadvantaged | 14 | 30 | 77 |
| | Students With Disabilities | 12 | 24 | 41 |
| | English Language Learners | 7 | 26 | 49 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 24 | 46 | 72 |
| | Economically Disadvantaged | 11 | 36 | 71 |
| | Students With Disabilities | 9 | 23 | 46 |
| | English Language Learners | 7 | 23 | 49 |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 63 | 73 | 82 |
| | Economically Disadvantaged | 14 | 37 | 65 |
| | Students With Disabilities | 25 | 38 | 49 |
| | English Language Learners | 11 | 29 | 49 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 25 | 47 | 64 |
| | Economically Disadvantaged | 17 | 34 | 59 |
| | Students With Disabilities | 8 | 17 | 33 |
| | English Language Learners | 2 | 10 | 30 |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 46 | 56 | 64 |
| | Economically Disadvantaged | 56 | 61 | 78 |
| | Students With Disabilities | 13 | 20 | 27 |
| | English Language Learners | 7 | 17 | 26 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 32 | 49 | 64 |
| | Economically Disadvantaged | 11 | 24 | 48 |
| | Students With Disabilities | 11 | 20 | 35 |
| | English Language Learners | 5 | 15 | 34 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 49 | 56 | 65 |
| | Economically Disadvantaged | 35 | 44 | 56 |
| | Students With Disabilities | 12 | 18 | 27 |
| | English Language Learners | 3 | 7 | 17 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 41 | 52 | 67 |
| | Economically Disadvantaged | 25 | 42 | 54 |
| | Students With Disabilities | 11 | 20 | 33 |
| | English Language Learners | 10 | 18 | 35 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 0 | 0 | 42 |
| | Economically Disadvantaged | 0 | 0 | 44 |
| | Students With Disabilities | 0 | 0 | 21 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 29 | 23 | 17 | 33 | 32 | 25 | 20 | | | | |
| ELL | 43 | 50 | | 40 | 40 | | 20 | | | | |
| BLK | 30 | | | 30 | | | | | | | |
| HSP | 45 | 42 | | 38 | 29 | | 26 | | | | |
| MUL | 50 | 36 | | 54 | 64 | | 40 | | | | |
| WHT | 61 | 51 | | 64 | 46 | | 52 | | | | |
| FRL | 52 | 48 | 32 | 50 | 39 | 26 | 46 | | | | |
| 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 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 45 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 68 |
| Total Points Earned for the Federal Index | 360 |

| ESSA Federal Index | |
|--|------|
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 26 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 44 |
| 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 | 30 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 36 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 49 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |

| Multiracial Students | |
|--|-----|
| 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 | 61 |
| 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 | 45 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on 2019 FSA data, growth was noted in five of seven school grade components. Based on 2021 FSA data, declines were noted in all school grade components. Historically SWD students have performed lower than all other subgroups, although there was a notable increase from 2018 to 2019 data in both math and ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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. Administration will continue to focus on recruiting and retaining highly effective teachers and providing strategic professional development on areas of need to best meet the needs of our student population.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In 2019, the greatest improvement was made in the Lowest 25th Percentile of Math (increase of 35%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

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

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning we will continue ongoing progress monitoring, data review weekly at CPTs, data chats with administration and leadership, continuous training and support to instructional staff, supplemental contracted support, tutoring program for students, and administrative focus on high quality feedback to instructional staff.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Training on the following will be provided to support teachers and leaders in order to accelerate student learning: MTSS Training, literacy training by Reading Recovery teachers, district trainings on IEP/504 implementation and monitoring, new curriculum adoption training for ELA, and individualized coaching based on need by Instructional Facilitator.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Ongoing progress monitoring by Title I support staff and administration, continuous support of Instructional Facilitator to enhance instruction, increased supplemental support through contracted services, increased behavior support focusing on positive behavior systems, and the use of district Curriculum Specialist.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

| | |
|---|---|
| Area of Focus Description and Rationale: | <p>According to 2019 data, our Math Lowest 25th Percentile improved from 2018 going from 35% to 66% and Math Learning Gains improved from 50% to 66% . According to this same data set, 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.</p> <p>Based on 2019 data, specific student groups showing need for additional progress monitoring will include SWD Achievement (42%) and HSP Achievement (55%).</p> <p>Upon review of 2021 data, the following subgroups showed a decline: SWD, HSP, and BLK. Declines were evident in Math in 3rd grade (-11%), 4th grade (-2%), and 5th grade (-1%) scores. The 2021 data indicates that Math Achievement is lower than the district average (District = 57%/ Glenallen 55%) but above the state (+18%). As a school, we showed a decline in both our Math Learning Gains (-14%) and ELA Lowest 25th Percentile (-37%) from testing year 2019 to testing year 2021.</p> |
| Measurable Outcome: | <p>Based on 2021 data, by the year 2022 there will be a minimum four percentage point increase across levels 3, 4, and 5 in Student Achievement (Goal 59%), Learning Gains (Goal 46%), and Learning Gains of the Lowest Quartile (Goal 33%) of English Language Arts. There will also be a minimum four percentage point increase in all subgroups for each of these areas.</p> |
| Monitoring: | <p>Ongoing Progress Monitoring in math by classroom teachers as well as contracted services will be discussed at CPTs and reviewed by administration regularly. Individual data chats will be held with administration throughout the year to discuss student learning and growth. Classroom walkthroughs will occur regularly and teachers will be given ongoing feedback and support by administration based on observations.</p> |
| Person responsible for monitoring outcome: | <p>Rebecca Drum (rebecca.drum@sarasotacountyschools.net)</p> |
| Evidence-based Strategy: | <p>Priority focus will be placed on coaching and feedback for instructional staff on Tier One teaching and the Multi Tiered System of Support. 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. Supplemental support staff will be working with students in small groups during an intervention block to provide remediation/extension as needed. After school math groups will be implemented. Social/Emotional strategies will be used to help students regulate and learn at their very best daily.</p> |
| Rationale for Evidence-based Strategy: | <p>Providing our teachers with opportunities to collaborative and participate in quality PD opportunities and 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.</p> |

Action Steps to Implement

1. Continuous progress monitoring to facilitate discussions on student achievement and effective planning
2. Afterschool tutoring program
3. Coaching and modeling provided by school and district staff
4. Morning greeting and Morning Meeting (SEL) daily
5. Supplemental contracted services will be utilized to maximize instruction and provide opportunities for

small
group instruction

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

#2. 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: | Upon review of 2021 data, the following subgroups showed a decline: SWD, ELL, and BLK. Declines were evident in ELA in both 3rd (-1%) and 5th (-10%) grade scores. 2021 data indicates that ELA Achievement is lower than the district average (District = 66%/ Glenallen 54%) and equal to the state at 54%. As a school, both our ELA Learning Gains (-14%) and ELA Lowest 25th Percentile (-42%) declined from testing year 2019 to testing year 2021. |
| Monitoring: | Based on 2021 data, by the year 2022 there will be a minimum four percentage point increase across levels 3, 4, and 5 in Student Achievement (Goal 58%), Learning Gains (Goal 49%), and Learning Gains of the Lowest Quartile (Goal 29%) of English Language Arts. There will also be a minimum four percentage point increase in all subgroups for each of these areas. |
| Person responsible for monitoring outcome: | Ongoing Progress Monitoring in ELA by classroom teachers as well as contracted services will be discussed at CPTs and reviewed by administration regularly. Individual data chats will be held with administration throughout the year to discuss student learning and growth. Classroom walkthroughs will occur regularly and teachers will be given ongoing feedback and support by administration based on observations. |
| Evidence-based Strategy: | [no one identified] |
| Rationale for Evidence-based Strategy: | Priority focus will be placed on PD and coaching for instructional staff on Tier One teaching aligned to the new textbook adoption in ELA and Florida BEST Standards. 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. Progress Monitoring will occur to monitor growth and make educational decisions to best support student learning. |

Action Steps to Implement

1. Continuous progress monitoring to facilitate data discussions between teachers and school leadership
2. ELA PD Opportunities and training from school and district staff members on Guided Reading, Benchmark, and BEST Standards
3. Coaching and modeling provided by school and district staff
4. After school Reading tutoring/groups

5. Morning greeting and Morning Meeting (SEL) daily

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

#3. Instructional Practice specifically relating to Science

| | |
|---|--|
| Area of Focus Description and Rationale: | <p>2019 Science Achievement score of 59% showed a decline of 9% from the prior testing year (68%). Although this was 7% above the State Average of 53%, it was still 6% 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.</p> <p>Testing year 2021 indicates a decline (-17%) in school proficiency from 2019 testing year. All reported subgroups showed a significant decline in science proficiency (SWD -21%, BLK -56%, HSP -26%, MUL -15%, WHT -14%). As a school we scored below both district (-18%) and state (-5%) scores in science.</p> |
| Measurable Outcome: | <p>Based on 2021 data, by the year 2022, there will be a minimum of a four-percentage point increase (46%) in student achievement in Science (across Levels 3, 4, & 5) as well as a minimum 4% increase all subgroups (SWD 24%, ELL 4%, BLK 17%, HSP 30%, MUL 44%, WHT 56%, and FRL 48%).</p> |
| Monitoring: | <p>Ongoing Progress Monitoring by both school leadership and classroom teachers will be discussed at CPTs and reviewed by administration regularly. Individual data chats will be held with administration throughout the year to discuss student learning and growth. Classroom walkthroughs will occur regularly and teachers will be given ongoing feedback and support by administration based on observations.</p> |
| Person responsible for monitoring outcome: | <p>Rebecca Drum (rebecca.drum@sarasotacountyschools.net)</p> |
| Evidence-based Strategy: | <p>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. Progress monitoring by administration and the leadership team throughout the year will occur to monitor growth and make educational decisions to best support student learning. STEM Committee will sponsor at least one family event based on science standards to engage families and spark excitement for science. Teachers will progress monitor student mastery throughout the school year.</p> |
| Rationale for Evidence-based Strategy: | <p>Providing our teachers with quality coaching and feedback will help them refine their strategies for Science 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 student growth.</p> |

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
- 7. STEM Family event

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 from 73 students in 2018 to 56 students in the 2019 school year. Attendance became even more of a problem in 2020 with COVID and other factors and students with attendance below 90% increased to 89 students.

Measurable Outcome: By the year 2022, there will be a 10% reduction in the number of students with chronic absences from 89 students to less than 80 students.

Monitoring: Home-School Liaison will review student attendance weekly. She will meet with administration regularly to review attendance and attendance incentives. Attendance interventions will be put in place as needed to support students and families.

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

Evidence-based Strategy: 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. The school will use district supports such as Social Workers and Truancy Officers to help support improved student attendance. 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. The school will participation in Attendance Counts and other incentives throughout the year. The school will use social media to reinforce reminders on the importance of 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 weekly and speak with administration regularly
2. Attendance incentives throughout the year
3. Family communication through phone calls and letters
4. Collaboration with the SWST team, as needed, to discuss attendance concerns

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 143 referrals and 123 misconducts documented, not including April and May (COVID). In the 2020-2021 school year, we had 165 referrals and 104 misconducts documented for the same timeframe (234 referrals and 156 misconducts for the entire year). Disruptive student behavior that results in interruption of education for the classroom and/or students being removed from class continues to be a concern. Providing our staff with knowledge and training on de-escalation 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 2022, there will be a 10% reduction in both referrals (Discipline & Event Forms) and misconducts. Goals for the 2022 school year are: Discipline & Event Forms-211, Misconducts-140

Monitoring:

School wide behavior data will be reviewed by our behavior team weekly and shared with administration bi-weekly. Data will be used to drive decisions and additional support to teachers/staff, as needed.

Person responsible for monitoring outcome:

Sean Cheeseman (sean.cheeseman@sarasotacountyschools.net)

Evidence-based Strategy:

Veteran and new staff will be offered training on using CHAMPS in the classroom and students will receive CHAMPS training for various school settings. Staff will receive PD on Social/Emotional Learning from school and district staff. PD also offered on Principles of Behavior (Applied Behavior Analysis) and de-escalation strategies. 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. Supplemental support will be provided as needed for teachers and students. Additional curriculums will be used for individual and small group instruction.

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 Social/Emotional Learning and Positive Behavior Supports will result in increased student achievement and a decrease in behavioral concerns.

Action Steps to Implement

1. Staff and Student CHAMPS training
2. Staff PD on de-escalation strategies
3. Professional Development on SEL and Principles of Behavior
4. Design master schedule to include time for a school wide Morning Meeting
5. Develop and implement PBS Plan
6. Use of CPT and MTSS process for students with behavioral concerns
7. Continuous data review and discussion with administration at weekly behavior meetings
8. Supplemental small group instructional groups created as needed to support students

Person Responsible

Rebecca Drum (rebecca.drum@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Glenallen Elementary School falls into the high category (994/1,395 statewide and 19/19 countywide) for reported incidents of crime, violence, and disruptive behaviors. Upon further review, we rank high (1,004/1,395 statewide and 18/19 countywide) in violent incidents, very low in property incidents (1/1,395 statewide and 1/19 countywide), and high in drug/public order incidents (948/1,395 statewide and 15/19 countywide). Although high in most areas, we ranked middle for total reported suspensions at 618/1,395 statewide and 10/126 countywide. This data suggests a need for the following focus:

- 1. Continued use of CHAMPS and positive behavior supports schoolwide**
- 2. Training for new teachers on CHAMPS, de-escalation techniques, and positive behavior support system used at the school.**
- 3. Use of school counselor and supplemental support to meet with small groups of students for check-ins and sharing times to provide a safe place for high risk students.**
- 4. Use of school news to promote desired behaviors and positive choices.**

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.

Glenallen strives to improve each year and values the input of our teachers, families, and community. 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. The School Improvement Plan is developed and shared in collaboration with the School Advisory Council. 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. 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.

Teachers and staff are important contributors to our school climate and culture. Various learning

opportunities are offered to staff throughout the year to understand their role in helping our students achieve. In addition to teacher professional development, paraprofessionals are offered professional development on their role in an inclusion classroom and how they can best meet the needs of our students with disabilities (BPIE Indicator 26). Also, our ESE Liaisons share knowledge and strategies with various teams, including specials teachers, on how to meet the needs of our SWD population (BPIE Indicator 18). Administration has an open door policy and encourages conversations and ideas to be shared at any time. Teachers and staff can also share ideas in SDMT and/or SAC or through their CPT notes weekly. Staff is celebrated throughout the year with various acts of appreciation and time is spent during staff meetings honoring one another with staff driven awards. Team building activities are ongoing when possible to build relationships among staff.

Glenallen has many business partners from throughout Sarasota County who not only help us achieve some of our goals as a school, but give input and suggestions through participation on SAC. We are thankful for the ongoing community support of our school!

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We have identified two Parent and Family 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 students' academic growth. Our Home School Liaison works closely with the families of our students to provide information and resources, as well as a connection, to both the community and our school. Our social media presence on Facebook and website allows us to continually communicate positive aspects of our day and important happenings at our school. Both parents, local business owners, and teachers help to make important school based decisions on either SDMT or SAC committees. Family members of students with disabilities are contributing members of decision-making groups (BPIE Indicator 29). We have an active Sunshine Committee create by our staff with the intention of creating a positive and supportive school culture.

Part V: Budget

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

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|---------------|--------|--|---------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Math | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: ELA | \$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 |