

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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	83%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (63%) 2017-18: C (51%) 2016-17: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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](http://www.sarasotacountyschools.net/glenallen)

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

### School Grades History

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

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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	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				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	45	74
	Economically Disadvantaged	19	47	79
	Students With Disabilities	11	24	48
	English Language Learners	11	19	48
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	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
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

## 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:**

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. Based on 2019 data, specific student groups showing need for additional progress monitoring will include SWD Achievement (42%) and HSP Achievement (55%).

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.

**Measurable Outcome:**

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.

**Monitoring:**

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.

**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 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.

**Rationale for Evidence-based Strategy:**

Providing our teachers with opportunities to collaborate 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.

**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**

<b>Area of Focus Description and Rationale:</b>	<p>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%).</p> <p>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.</p>
<b>Measurable Outcome:</b>	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.
<b>Monitoring:</b>	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.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	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.
<b>Rationale for Evidence-based Strategy:</b>	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.

**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:**

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.

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.

**Measurable Outcome:**

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%).

**Monitoring:**

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.

**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. 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.

**Rationale for Evidence-based Strategy:**

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.

**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 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.**

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