Sarasota County Schools

Englewood Elementary School

2021-22 Schoolwide Improvement Plan

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Englewood Elementary School

150 N MCCALL RD, Englewood, FL 34223

www.sarasotacountyschools.net/englewood

Demographics

Principal: Curtis Schwartz

Start Date for this Principal: 6/16/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
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* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (63%) 2016-17: B (61%)
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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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 KG-5	No	46%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Englewood Elementary School is to provide students with a solid educational foundation to promote active, lifelong learning in a safe, respectful environment. This mission will be accomplished through the commitment of staff, students, parents, and the community.

Provide the school's vision statement.

Englewood Elementary School students will experience a safe, respectful environment which promotes active learning in a supportive, community atmosphere.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Schwartz, Curtis	Principal	Manage, reflect and revise the SIP as it is being implemented throughout the 2021-2022 school year.
ziarnicki, ellen	Assistant Principal	Ellen is our Assistant Principal. She is responsible for leading the Data/ Assessment team and tracking all student behaviors as they relate to affecting academics. Ellen will work in tandem with our SWST team/social worker to provide specific and targeted assistance for those students needing specialized and immediate care. Ellen also helps to support the principal in managing and maintaining the SIP
lugar, pamela	Teacher, ESE	Pam is our ESE Liaison. She is also a member of our team leader and Data/ Assessment teams. Pam is responsible for monitoring our ESE K-5 student progress and providing support for our K-5 inclusion model. Pam also keeps teachers informed about their students IEP goals in reading/math. She also provides strategies for teachers to reach these goals.
shaer, penny	School Counselor	Penny is a member of our PBIS and Data/Assessment team. Penny will identify students needing tier 2/3 support. Penny will also offer social/emotional trainings/workshops as needed.
	SAC Member	As SAC Chair, Katie Rembisz helps to develop, monitor and keep our SAC committee informed throughout the year.

Demographic Information

Principal start date

Wednesday 6/16/2021, Curtis Schwartz

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

2

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

7

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

742

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

0

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

2

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	88	105	100	97	87	97	0	0	0	0	0	0	0	574
Attendance below 90 percent	1	11	14	8	7	13	0	0	0	0	0	0	0	54
One or more suspensions	1	2	1	4	1	2	0	0	0	0	0	0	0	11
Course failure in ELA	0	9	0	0	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	16	12	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	14	13	17	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	5	18	19	5	28	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

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

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	7	8	0	3	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/15/2021

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

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	6	3	2	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	6	3	2	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				76%	68%	57%	74%	66%	56%
ELA Learning Gains				63%	62%	58%	57%	57%	55%
ELA Lowest 25th Percentile				33%	53%	53%	32%	46%	48%
Math Achievement				80%	73%	63%	83%	72%	62%
Math Learning Gains				69%	67%	62%	71%	63%	59%
Math Lowest 25th Percentile				60%	53%	51%	58%	51%	47%
Science Achievement				72%	65%	53%	67%	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	74%	70%	4%	58%	16%
Cohort Comparison						
04	2021					
	2019	72%	67%	5%	58%	14%
Cohort Comparison		-74%				
05	2021					
	2019	75%	68%	7%	56%	19%
Cohort Comparison		-72%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	76%	73%	3%	62%	14%
Cohort Comparison						
04	2021					
	2019	82%	72%	10%	64%	18%
Cohort Comparison		-76%				
05	2021					
	2019	81%	70%	11%	60%	21%
Cohort Comparison		-82%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	70%	65%	5%	53%	17%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Diagnostic is used as our progress monitoring tool. Students take a diagnostic assessment 3 times per year. i-Ready is an online assessment and instruction tool that helps teachers provide all students a path to proficiency and growth in reading and mathematics. Our 5th grade students also participate in a Science Inventory assessment 3 times per year. This inventory is used to help monitor the progress of our 5th graders in science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	41	64
	Economically Disadvantaged	24	56	77
	Students With Disabilities	0	19	27
	English Language Learners	25	25	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	34	64
	Economically Disadvantaged	15	39	79
	Students With Disabilities	4	5	32
	English Language Learners	0	0	33

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	49	75
	Economically Disadvantaged	19	42	67
	Students With Disabilities	6	33	35
	English Language Learners	0	25	75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	45	73
	Economically Disadvantaged	12	28	58
	Students With Disabilities	7	35	61
	English Language Learners	0	0	50

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	77	80
	Economically Disadvantaged	9	34	56
	Students With Disabilities	6	28	33
	English Language Learners	0	33	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	45	55
	Economically Disadvantaged	6	29	63
	Students With Disabilities	0	11	7
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	58	62
	Economically Disadvantaged	50	74	89
	Students With Disabilities	9	25	24
	English Language Learners	0	20	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	41	51
	Economically Disadvantaged	15	26	43
	Students With Disabilities	0	15	31
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	43	54
	Economically Disadvantaged	25	50	52
	Students With Disabilities	12	17	27
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	38	60
	Economically Disadvantaged	26	32	50
	Students With Disabilities	11	21	45
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	57	63	40
	Economically Disadvantaged			55.6
	Students With Disabilities			25
	English Language Learners			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	36	22		41	44		11				
ELL	40			50							
HSP	62	55		56	27		45				
MUL	58			75							
WHT	67	40	33	66	33	33	42				
FRL	60	41	42	60	35	40	33				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	43	29	6	46	44	38	36				
ELL	50	31		71	82	73					
HSP	57	46	23	73	67	64	36				
MUL	78	71		78	64						

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
WHT	79	65	37	81	69	61	76				
FRL	65	55	27	74	62	56	58				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	41	26	57	63	56	25				
ELL	48	57	50	52	64	50					
HSP	50	52	33	55	60	53	50				
MUL	75			81							
WHT	78	57	29	89	74	63	69				
FRL	70	55	37	77	65	55	56				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	45
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	45
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?

The number of students making Learning Gains, as well as the Learning Gains of our lowest quartile are not making adequate yearly progress.

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

The area needing the greatest improvement is the learning gains of the lowest 25th percentile in both ELA and Math

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

The number of students working remotely in the concurrent model, changes in the delivery of instruction due to social distancing per CDC guidelines and nonessential visitors/volunteers not being able to assist on campus throughout the year. Class sizes of our intermediate, ESE inclusion classrooms were large and additional units were not allocated.

All students returned to face to face instruction. While we are still having to social distance, we will continue to work with students in small. flexible, guided groups to differentiate instruction. Changes to the delivery of instruction during the intervention block for each grade level, as well as beginning the process of implementing the PLC process.

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

The overall achievement levels of our Hispanic subgroup increased by 5 percentage points in ELA and by 9 percentage points in ELA learning gains.

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

Our ELL Liaison created a schedule that allowed her to push in using the inclusion model to help support our ESOL students. As a team, data was shared and additional support was given to individual and small groups of students.

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

We will utilize our Jumpstart Grant which will allow our teachers to provide and implement more individualized, data driven intervention
PLC-We will work with each grade level team to begin implementing the PLC process

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.

Professional development on the PLC process
District provided PD in the area of Reading and Math

Team Leaders participating in monthly-district lead meetings in the area of Math
Literacy Leadership team that will meet monthly and share data and findings with their individual teams

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

We will implement our TGIF-PD model where staff will have the opportunity to participate in a PD session on Friday mornings. PD will be led by staff and developed based on the need of our teachers, students, etc.
Ongoing PD for the PLC process including participation at annual PLC conferences.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Looking at our progress monitoring data, we need to increase the learning gains of our students. By working to implement the PLC process, it will allow our teams to work more closely together to analyze data and develop interventions that target the needs of our students. Each grade level will have a common intervention block where they are developing lessons to help decrease skill deficits, provide reteaching opportunities or lessons to enrich the learning.
Measurable Outcome:	We will increase the achievement in ELA by 4%, Math by 5%, and Science by 10%. We will also increase the learning gains of all of our students. ELA-learning gains will increase by 7% with the lowest quartile increasing 15% MATH- learning gains will increase by 19% with the lowest quartile increasing 22%
Monitoring:	Using grade level progress monitoring spreadsheet, looking at the growth within i-Ready diagnostics and classroom assessment- Data will be reviewed regularly at our bi-weekly Data and Assessment meetings, as well as during collaborative planning-PLC sessions.
Person responsible for monitoring outcome:	Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)
Evidence-based Strategy:	To develop a master schedule that includes a grade level intervention block where teachers are collaborating and working together, using the PLC process, to implement evidence based interventions targeted around student needs.
Rationale for Evidence-based Strategy:	According to Hattie's research, the effect size of intervention is 1.29 and collective teacher efficacy has an effect size of 1.57. When looking at the learning gains, achievement levels and learning gains of our lowest quartile, intervention also has an effect size of .77 for ESE students.

Action Steps to Implement

1. Create a master schedule with a common intervention block
2. Utilize the Jumpstart Grant to hire additional support staff to help implement the intervention block
3. Meet with each grade level team to share the vision of the PLC systems and provide ongoing, embedded PD
4. Work with teams to develop their intervention block
5. Meet regularly with team leaders, Data & Assessment reps, grade level teams to monitor data and help develop interventions and intervention groups
6. Send a team of teachers to PLC conference, over the summer
7. Team will share out and help support and lead the implementation of the PLC process

Person Responsible	Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Looking at our progress monitoring data, we need to increase the overall achievement level and learning gains of our students in ELA. By working to implement the PLC process, it will allow our teams to work more closely together to analyze data and develop lesson plans and interventions that target the needs of our students. Each grade level will have a common intervention block where they are developing lessons to help decrease skill deficits and provide reteaching opportunities.
Measurable Outcome:	We will increase the achievement in ELA by 4% and learning gains will increase by 7% with the lowest quartile increasing 15%
Monitoring:	Using grade level progress monitoring spreadsheet, looking at the growth within i-Ready diagnostics and classroom assessment- Data will be reviewed regularly at our bi-weekly Data and Assessment meetings, as well as during collaborative planning-PLC sessions.
Person responsible for monitoring outcome:	Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)
Evidence-based Strategy:	To develop a master schedule that includes a common intervention block at each grade level. Using the PLC process, teachers will collaborate and work together to implement evidence based instruction and intervention that is targeted to meet the needs of all students.
Rationale for Evidence-based Strategy:	According to Hattie's research, the effect size of collective teacher efficacy has an effect size of 1.57. When looking at the learning gains, achievement levels and learning gains of our lowest quartile the effect size of intervention is 1.29.

Action Steps to Implement

1. Create a master schedule with a common intervention block
2. Utilize the Jumpstart Grant to hire additional support staff to help implement the intervention block
3. Meet with each grade level team to share the vision of the PLC systems and provide ongoing, embedded PD
4. Work with teams to develop their intervention block
5. Meet regularly with team leaders, Data & Assessment reps, grade level teams to monitor data and help develop interventions and intervention groups
6. Send a team of teachers to PLC conference, over the summer
7. Team will share out and help support and lead the implementation of the PLC process
8. Share PD offerings related to ELA

Person Responsible	Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Looking at our progress monitoring data, we need to increase the overall achievement level and learning gains of our students in Math. By working to implement the PLC process, it will allow our teams to work more closely together to analyze data and develop lesson plans and interventions that target the needs of our students. Each grade level will have a common intervention block where they are developing lessons to help decrease skill deficits and provide reteaching opportunities.
Measurable Outcome:	We will increase the achievement in Math by 5%, learning gains will increase by 19% with the lowest quartile increasing 22%
Monitoring:	Using grade level progress monitoring spreadsheet, looking at the growth within i-Ready diagnostics and classroom assessment- Data will be reviewed regularly at our bi-weekly Data and Assessment meetings, as well as during collaborative planning-PLC sessions.
Person responsible for monitoring outcome:	Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)
Evidence-based Strategy:	To develop a master schedule that includes a common intervention block at each grade level. Using the PLC process, teachers will collaborate and work together to implement evidence based instruction and intervention that is targeted to meet the needs of all students.
Rationale for Evidence-based Strategy:	According to Hattie's research, the effect size of collective teacher efficacy has an effect size of 1.57. When looking at the learning gains, achievement levels and learning gains of our lowest quartile the effect size of intervention is 1.29.

Action Steps to Implement

1. Create a master schedule with a common intervention block
2. Utilize the Jumpstart Grant to hire additional support staff to help implement the intervention block
3. Meet with each grade level team to share the vision of the PLC systems and provide ongoing, embedded PD
4. Work with teams to develop their intervention block
5. Meet regularly with team leaders, Data & Assessment reps, grade level teams to monitor data and help develop interventions and intervention groups
6. Send a team of teachers to PLC conference, over the summer
7. Team will share out and help support and lead the implementation of the PLC process
8. Share PD offerings related to Math

Person Responsible	Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Looking at our progress monitoring data, we need to increase the overall achievement level and learning gains of our students in Science. By working to implement the PLC process, it will allow our teams to work more closely together to analyze data and develop lesson plans and interventions that target the needs of our students. Each grade level will have a common intervention block where they are developing lessons to help decrease skill deficits and provide reteaching opportunities.
Measurable Outcome:	We will increase the overall achievement in Science by 10%.
Monitoring:	Using grade level progress monitoring spreadsheet, looking at the growth within i-Ready diagnostics and classroom assessment- Data will be reviewed regularly at our bi-weekly Data and Assessment meetings, as well as during collaborative planning-PLC sessions.
Person responsible for monitoring outcome:	Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)
Evidence-based Strategy:	To develop a master schedule that includes a common intervention block at each grade level. Using the PLC process, teachers will collaborate and work together to implement evidence based instruction and intervention that is targeted to meet the needs of all students.
Rationale for Evidence-based Strategy:	According to Hattie's research, the effect size of collective teacher efficacy has an effect size of 1.57. When looking at the learning gains, achievement levels and learning gains of our lowest quartile the effect size of intervention is 1.29.

Action Steps to Implement

1. Create a master schedule with a common intervention block
2. Utilize the Jumpstart Grant to hire additional support staff to help implement the intervention block
3. Meet with each grade level team to share the vision of the PLC systems and provide ongoing, embedded PD
4. Work with teams to develop their intervention block
5. Meet regularly with team leaders, Data & Assessment reps, grade level teams to monitor data and help develop interventions and intervention groups
6. Send a team of teachers to PLC conference, over the summer
7. Team will share out and help support and lead the implementation of the PLC process
8. Share PD offerings related to Science

Person Responsible	Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Looking at our progress monitoring data, we need to increase the overall achievement level and learning gains of our students with disabilities. By working to implement the PLC process, it will allow our teams to work more closely together to analyze data and develop lesson plans and interventions that target the needs of our students. Each grade level will have a common intervention block where they are developing lessons to help decrease skill deficits and provide reteaching opportunities.
Measurable Outcome:	We will increase the percent of ESE students making proficiency. Our goal is to increase ESE achievement from 35% at or above proficiency to 41% at or above proficiency.
Monitoring:	Using grade level progress monitoring spreadsheet, looking at the growth within i-Ready diagnostics, classroom assessment and IEP progress reports, Data will be reviewed regularly at our bi-weekly Data and Assessment meetings, as well as during collaborative planning-PLC sessions.
Person responsible for monitoring outcome:	Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)
Evidence-based Strategy:	Full inclusion model implemented K-5 in ELA. All ESE data will be monitored and shared during Data & Assessment team meetings so K-5 staff can "own", monitor and track ESE students per IEP goals in reading and math as well as progress toward meeting grade level standards.
Rationale for Evidence-based Strategy:	According to Hattie's research, the effect size of collective teacher efficacy has an effect size of 1.57. When looking at the learning gains, achievement levels and learning gains of our lowest quartile the effect size of intervention is 1.29 and interventions for learning disabled students has an effect size of .77

Action Steps to Implement

1. Create a master schedule with a common intervention block that supports our inclusion model
2. Utilize the Jumpstart Grant to hire additional support staff to help implement the intervention block
3. Meet with each grade level team to share the vision of the PLC systems and provide ongoing, embedded PD
4. Work with teams to develop their intervention block
5. Meet regularly with team leaders, Data & Assessment reps, grade level teams to monitor data and help develop interventions and intervention groups
6.Share PD offerings that are geared toward inclusion/ESE students

Person Responsible	Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

According to SafeSchoolsforAlex.org, Englewood Elementary reported 0.2 incidents per 100 students. When compared to all elementary schools statewide, it fell in the very low category. Englewood Elementary was ranked in the moderate range for out of school suspensions, recording 11 out of 591 students. Through the implementation of our positive behavior support systems and the proactive approach used with CHAMPs, we will recognize when students are meeting school-wide expectations. Our PBS team meets bi-weekly and behavior data will be shared during at least one meeting per month. The PBS team also shares strategies and suggestions to help improve student behavior school-wide.

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.

As a school we have a PBS(Positive Behavior Support) Committee with representatives from all grade levels/departments. The PBS committee helps lead the way with our schools positive approach, focused around our 5 core values- Respect, Responsibility, Care, Trust, Family. The committee also helps assist with the implementation of our behavior management approach, CHAMPS. Our School Counselor is a member of the PBS Team and helps teach lessons to support the core values and district wide Civility Squad. The counselor is also available to all students, should they need social or emotional support. EES is also provided with a full time mental health therapist who works with a individual students on our campus and this year a behavior specialist who assist with providing a proactive and positive approach for students. Englewood Elementary also has an involved PTA which helps keep our families informed and involved. EES has a large number of volunteers that like to assist in any capacity. Once guidelines allow, EES volunteers will be back on campus working with our students to help us maintain our average of 85% parent participation in school activities, volunteer and/or provide input throughout the year

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

Principal-oversees the implementation of all systems
Assistant Principal- serves as an active member in all PBS meetings-school and district led. Helps oversee the implementation of our school wide expectations and incentives.
School Counselor-helps implement civility squad school wide, meets and works with small groups and

individual students
Mental Health Therapist-helps support individual students on a needs basis and supports our SWST team
PTA-we have a large number of parents involved on campus. They work closely with the school and community to share information and support our positive school culture.
PBS Committee Members-meets bi-weekly to reflect on student data, discuss incentive programs and takes a proactive approach for all of our students.
Local Service Organizations-We have a lot of community support. Local rotaries, Lions clubs, small businesses help to provide our campus with a variety of resources to help meet student needs.
EES Staff- our staff takes pride in what they do each and every day. They maintain positive attitudes and focus on what is in the best interest of our school community.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning Communities**	**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**	**$0.00**
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**	**$0.00**
5	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	**$0.00**
		Total:	**$0.00**