Alta Vista Elementary School

2016-17 Schoolwide Improvement Plan

Alta Vista Elementary School

1050 S EUCLID AVE, Sarasota, FL 34237

www.sarasotacountyschools.net/altavista

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	A

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Alta Vista Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Alta Vista Elementary School is to help all students become productive, responsible citizens who will adapt and grow intellectually, socially, emotionally, and physically in a changing world. This will be accomplished by providing learning opportunities in an environment that reflects community, culture, values, and needs.

b. Provide the school's vision statement.

Alta Vista students will experience school as an enjoyable place in which to learn, to solve problems (both cooperatively and independently), and to communicate effectively through a diversity of activities which begin to develop lifetime skills and prepare them for the responsibilities of citizenship.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

We begin our school year with a "Meet & Greet" in which all families come to school to meet their students' teachers. Early in the fall, we have an "Open House" and "Title I Meeting" in which families meet with their child's teacher to learn about the curriculum, grade level expectations, grading procedures, daily schedule, and nuances of Alta Vista. During the Title I meeting, parents learn about what it means to be a Title I school, Title I resources, training for parents and staff, parent involvement, and the Title I Compact. In addition to all teachers conducting a minimum of one face-to-face parent teacher conference prior to the end of October, they meet with parents on an as-needed basis to discuss their students' progress. We have an "ESOL Multi-Cultural Extravaganza" where our ESOL families share various cultural cuisines and learn about school and community resources, parent involvement, and ways to help their children be successful in school. We also offer a STEM Fair Parent Information Night and several "hands-on working nights" where families can come in for assistance with their STEM Fair projects, use computers, and have access to a variety of resources and materials, along with learning strategies for school success in math, reading, writing, and science. We survey our Eagle Academy parents attending "Parent University" during our summer program to determine interest in a variety of classes, including ESOL, Technology, Parenting, Budgeting, Job Marketing, Healthy Habits, and personal, career, and vocational choices. We use this information to develop our "Parent University" during the summer and school year. Additionally, we have a variety of activities that allow families to attend movie nights, book fairs, cookouts, and parent educational and social/emotional support programs.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Alta Vista Elementary is a Positive Behavior Support Model School as well as a Community of Caring School. The school follows district guidelines for allowing visitors on campus. Students are aware that all visitors on campus should have a RAPTOR badge. Since we are a single entry access school, students know that gates should never be opened to allow access to the school. As a Community of Caring School, the five core values of respect, responsibility, caring, family, and trust are integrated into instruction and learning throughout the day. We strive to maintain positive learning environments throughout the school where positive behavior supports are audible and visible by staff and students. These practices are reinforced through the use of prevention, teaching and reinforcement strategies

to achieve a high level of respect and safety. School-wide expectations are taught using a "PBS Instructional Focus Guide", modeling, and formal training assemblies that promote Eagle Pride. Students are regularly recognized in their classrooms and on the Eagle Eye News Show for being kind, caring, and respectful. They are also given "Caught You Being Good" coins that can be redeemed at the "Caught You Being Good" store. We maintain two positive behavior bulletin boards in the cafeteria emphasizing safe and respectful behavior, and have implemented a "Soaring Eagle" award for those who meet and exceed the cafeteria expectations. Trophies are awarded and proudly paraded around campus when earned so these classes can be recognized school wide. Additional incentives are also offered through a choice menu of items. Restorative Strategies are used in classrooms so each student can voice their thoughts and knowledge. They are often used as a positive way to build empathy and problem solve.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Alta Vista Elementary is a Positive Behavior Support Model School as well as a Community of Caring school. We have earned the "USF RtI: PBS Gold Model School Award" for our school-wide Positive Behavior Support programs. We strive to maintain positive learning environments where teaching rules, procedures, and routines are consistently reinforced. School-wide and grade-level expectations are posted in each classroom and consistently taught and implemented. Grade-level orientations and assemblies are held at the beginning of each school year and mid year after Winter Break to further explain and model the school-wide expectations. Behavior goals with frequent positive reinforcement and consequences are developed for individual students who struggle to meet school-wide expectations. The Code of Student Conduct is signed by both student and parent. Included in our Positive Behavior Support program are school-wide documents used by all staff to reinforce positive behavior or address inappropriate behavior. Teachers and staff are trained annually on PBS strategies and support programs. The PBS team meets regularly to review behavior data which is then shared with the staff. Behavior goals, procedures, and recognition programs are created based on the data. PBS recognition activities include "Caught You Being Good" coins that can be used to purchase rewards in the "Caught You Being Good" store, "Caught You Being Good" notes that are mailed home, "Kindness Counts" cards that are read on the Eagle Eye News Show, Soaring Eagle Award trophies for classes meeting cafeteria expectations, and a quarterly Renaissance Awards program that recognizes students for academic performance, citizenship, and attendance. Families and friends attend these ceremonies where cheerleaders lead students in cheers and music is played to promote this important celebration. Grade levels also conduct "Super Citizen" celebrations recognizing students who are making good choices, based on academics and behavior. The principal has "Student of the Month" lunches with students who are selected by their teacher based on behavior, academic performance, and improvement.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Guidance Counselors, Social Workers, Mental Health Counselor, Behavior Specialist, Teachers, and Administration collaborate to meet the social-emotional needs of students. Classroom guidance, counseling in small group settings and one-on-one sessions are provided to students in grades K-5. We have 1.6 guidance counselors, 1.5 social workers, and a full time mental health counselor who are able to meet individually with students and their families to address the social emotional needs of students. Our Multi-Tiered School Support team meets weekly to discuss student progress. Appropriate interventions are implemented and progress monitored to assess academic, behavior, social and emotional needs of students. Data is shared with parents to get feedback and plan action steps. The Eagles' Nest Volunteer Center provides tutoring and mentoring support for 200

at-risk students by over 100 active volunteers throughout the school year. Referrals are made to community agencies, such as the Florida Center, Big Sisters, Big Brothers, etc.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Absences of 5 or more in a 30 day period (Letters are sent at the school level to any child with 5 infractions. A tardy, absence, or early dismissal constitutes an infraction).

One or more suspensions

K Students - Retained students in K

Grade 1 - Retained in grade 1 or progress is below grade level expectations (Performance Standard Grade Key<3) in 10 or more areas of Language Arts and/or 6 more areas of mathematics from Kindergarten report card

Grade 2 - Retained in grade 2 or progress is below grade level expectations (Performance Standard Grade Key<3) in 6 or more areas of Language Arts and/or 7 more areas of mathematics from grade 1 report card

Grade 3 - Retained in grade 3 or below level designation on the final grade 2 report card in ELA and /or math and/or SAT 10 below the 45th percentile (from Grade 2)

Grade 4 - 5
Students in Grades 4-5 who are performing below level in reading and math must be marked with the level of 1 or 2 on 2015 FSA

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	31	31	26	20	14	25	0	0	0	0	0	0	0	147
One or more suspensions	7	5	0	1	4	3	0	0	0	0	0	0	0	20
Course failure in ELA or Math	11	2	2	4	4	2	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	11	26	10	0	0	0	0	0	0	0	47
Flagged for Progress Monitoring in Reading and Math	11	25	37	22	39	30	0	0	0	0	0	0	0	164
Retained	11	16	3	8	0	0	0	0	0	0	0	0	0	38
Level 2 on statewide assessment	0	0	0	27	17	25	0	0	0	0	0	0	0	69
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	13	11	14	22	18	18	0	0	0	0	0	0	0	96

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Teachers use progress monitoring assessments to provide differentiated intensive instruction that is prescriptive based upon individual learning needs of students. We maintain an uninterrupted 120 minute reading block where teachers meet daily with small groups in providing immediate, intensive interventions. These groups are fluid, based upon data and progress of students. Teachers use progress monitoring data to guide their instruction. Intervention teachers provide small group and individualized intensive instruction for students performing in the lowest 25% on progress monitoring assessments. ESE and ESOL staff provide instruction based on IEP and LEP goals. These daily 30 minute specialized intervention sessions are monitored to ensure rigor in targeting identified learning needs in reading, math, and writing. Intervention groups are fluid with movement as students make progress on specific skills and additional students are identified needing support. Focus has been on initiating programs concentrated on intensive instruction that is prescriptive and differentiated for each of our at-risk students. The Eagle Academy is a comprehensive seven week summer program for entering kindergarten, first, second, and third grade students. Focus is academic readiness skills and decreasing summer learning loss. Our Eagles' Nest Volunteer Center is a specialized program for 200 at-risk students. Community and parent volunteers provide individualized, intensive instruction in reading and math for students performing in the lowest 25% on progress monitoring assessments. There are approximately 100 volunteers who are parents, corporate employees, business owners, church and YMCA members, community nonprofit organizations, and retired teachers, principals, and superintendents who reside year round or part time in Sarasota. The Eagles' Nest Volunteer Center is located in a specially designed room in the Media Center, where there are individual "executive" tables set up with school supplies and a colorful privacy divider board enhanced with reading, math, and writing instructional resources. While the Eagles' Nest is managed by a Volunteer Coordinator, classroom teachers provide the instructional focus and curriculum materials used by volunteers during their 50 minutes of weekly individualized instruction with students. Teachers use progress monitoring data to guide the work of the volunteers and monitor student progress each week. At the end of each session, the volunteer completes a feedback form for the teacher updating the student's progress. At varying times, the teacher meets with their students' volunteers to collaborate and share information and strategies to support student learning. In an effort to provide our volunteers with the most current instructional tools and best practices, our teachers lead training workshops in reading and math strategies and present curriculum materials. The Eagles' Nest has become a multi-generational partnership where relationships between families and the larger community benefit our at-risk students' learning needs. When responsibility for children's learning is shared by the school, home, and community, children have more opportunities for life long success. All staff members have been trained in the MTSS process. Teams meet weekly to discuss student performance data (academic, behavioral, and attendance). Progress monitoring spreadsheets are used to track performance and identify trends. Interventions are created by team members to best meet the needs of students. Results are reviewed regularly and interventions are tweaked as needed. The SWST/CARE team is used to help problem solve as needed. The after school learning program provides reading and math tutorial and homework support for approximately 100 identified low performing students in grades 2-5.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/313874.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through our alliance with the Community Foundation of Sarasota County, Suncoast Technical College, Rotary Club of Sarasota, private donors in the community, and Ascend at the Aspen Institute, Two Generations...One Future focuses on educational programs that address the needs of both the parent and child. Specially designed programs help family members acquire the skills necessary to increase employment opportunities. Our partnership with the Community Foundation of Sarasota County has also provided our school with a Social Worker who is a liaison between home and school. The Social Worker provides social and emotional support and offers assistance with family needs. In order to support student success, home visits and parent conferences are scheduled to address academic achievement and school attendance. We also share a social worker with Children's First, our four year old head start program, and a full time mental health counselor with The Florida Center. One of our goals is to ensure that our families have access to nutritional foods on a regular basis. A food pantry, located inside the school cafeteria, is available to our families every other week. We are grateful to the Rotary Club of Sarasota, All Faiths Food Bank and our community agencies and churches for their support in helping ensure the well-being of our students. The Rotary Club and All Faith's Food Bank provides weekly food bags for our needy families as well as a "Food Bank," weekly during the summer and bi-monthly during the school year. We have formed a partnership with several community organizations (Goodwill Manasota, YMCA, Children's First, Florida Blue, SCTI, Education Foundation, Jewish Family Services, U CredAbility) who work with our parents on a regular basis to offer our "Parent University". They provide workshops that focus on strengthening parenting skills, enhancing knowledge in academic, social, and emotional development in children, promoting successful student achievement through parent involvement, and offering adult vocational courses. Our partnership with Suncoast Technical College provides classes on our campus for our parents in GED, ESOL, and specifically designed Microsoft certification programs, Through Education Foundation donors, our parents who successfully complete the technology classes receive a laptop. Throughout the school year, we work with several organizations in wrap-around services to support our student and family needs, including the Florida Center, Family Preservation and Jewish Family Services.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Shirley, Barbara	Principal
Morris, Kim	Teacher, K-12
McWilliams, Kelly	Teacher, K-12
Rannigan, Barbara	Other
Bramley, Bev	Other
Wilson, Beth	Teacher, K-12
Busenburg, Laura	Teacher, K-12
Lambert, Kaitlin	Teacher, K-12
Cummings, Kurt	Teacher, K-12
Jackson, Andrea	Teacher, K-12
Heim, Holly	Assistant Principal
Lampel, Lisa	Teacher, K-12
Bunnell, Jeri	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based School Leadership Team will employ a continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the grade level teams, SAC and district teams composed of specialists in the areas of instructional need. At Alta Vista Elementary School the Leadership Team is composed of:
The leadership of Principal, Dr. Barbara Shirley and Assistant Principal, Holly Heim, at Alta Vista have focused on guiding the school's effort in supporting instructional practices and learning aligned to high expectations for student achievement. Instructional programs, data analysis and data chats, professional development, collaborative planning, and shared distributive leadership are five critical components in leading and monitoring instructional practices. This comprehensive instructional focus has required organizational systematic changes needed to accomplish our achievement goals. During the past five years, school leadership has embraced Shared Distributive Leadership practices. By expanding and engaging new stakeholders in leading the instructional and programmatic changes, teachers are empowered to become more actively engaged in assuming personal ownership in the instructional practices needed to increase student achievement. In this organizational structure, teacher leader roles have inspired a culture of collaboration by creating teacher "experts" who provide professional development training throughout the school. Teachers are challenged to assume varying levels of leadership in order to increase the number of stakeholders and share in school wide responsibilities.
Select General Education Teachers: Barb Rannigan, Kaitlin Lambert, Andrea Jackson, Kim Morris, Jeri Bunnell, Beth Wilson, Kelly McWilliams, Laura Busenburg, Lisa Lampel, Bev Bramley, and Kurt Cummings serve as grade level team leaders and collaborate with teams to build problem solving at all levels. Tene Francis and Joy Bailey, Guidance Counselors, Tish Temple, Danielle Cwikla, and Bev Bramley collaborate with staff on a weekly basis. Jackie Ekstrom, Allison Walker, and Tamra Cajo collaborate regarding social and emotional concerns, along with being a liaison with families.
Teachers meet in Professional Learning Communities (PLC) at least once per week during common planning times. Collaborative discussions are led by a team leader, while various team members lead training activities as their team's identified expert. These varied leadership roles enhance the dynamics of a team ensuring teacher engagement and collaborative decision making throughout the school. By sharing leadership roles, teams have the capacity to sustain their focus on improving

instruction and increasing student achievement. All teachers are knowledgeable and engaged in discussions that are an in-depth examination of formative and summative student data, item analysis of progress monitoring assessments, and differentiated instruction. Teachers identify and address specific learning needs of individual students by analyzing data and discussing instructional strategies that sustain and increase learning gains. They strategically differentiate instruction using high yield impact strategies that intensify learning and increase student achievement. Florida Standards guide discussions related to text complexity, text evidence, critical thinking skills, accountable talk, vocabulary, DOK levels, aligning existing curriculum and comprehensive mastery of standards. Team experts provide ongoing Professional Development training in reading, math, writing curriculum, and science strategies, technology, Response to Intervention, Positive Behavior Support, and "Thinking Maps "during PLC meetings.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided. The district supports a Migrant Identifier/Recruiter to provide referral services for support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met. The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment. Funds from Title II A are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified. Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district. District receives funds for programs that prevent the use of alcohol, tobacco and other drugs and violence. Programs such as Kelso's Choices, Second Step and Community of Caring support prevention of substance abuse and violence in and around the school as well as promote character education. Restorative Circles are an integral part of each school day. Law enforcement and Juvenile Justice are also program components. These programs foster a safe, drug-free learning environment that supports student achievement. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students. The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided. Nutrition Programs, Housing Programs, Head Start, Adult Education, Career and Technical Education, and Job Training do not apply.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Barbara Shirley	Principal
Deborah Beese	Education Support Employee
Kanani Kekahuna	Parent
Martha Downing	Teacher
Kaitlin Lambert	Teacher
Nancy Mavrikas	Education Support Employee
Michael Amstutz	Teacher
Ashlyn Kratsch	Teacher
Jucille Yoder	Teacher
Bo Guerino	Teacher
Donna Yarid	Teacher
Evangeline Fotos	Teacher
Nancy Mavrikas	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC reviews the SIP plan from the previous year during regularly scheduled SAC meetings. Members review data and progress towards goals and makes recommendations for new goals for the upcoming school year based on the prior year's progress and needs of the school.

b. Development of this school improvement plan

The School Advisory Council assists in the preparation and evaluation of the School Improvement Plan based on academic and nonacademic progress and the needs of the school.

c. Preparation of the school's annual budget and plan

The School Advisory Council provides input regarding programs that are budgeted based on the previous year's progress towards academic and non-academic goals and the needs of the school.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Purchase teacher and student incentives (amount to be determined when funds are received).

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Shirley, Barbara	Principal
Morris, Kim	Teacher, K-12
McWilliams, Kelly	Teacher, K-12
Rannigan, Barbara	Other
Bramley, Bev	Assistant Principal
Lambert, Kaitlin	Teacher, K-12
Wilson, Beth	Teacher, K-12
Busenburg, Laura	Teacher, K-12
Cummings, Kurt	Teacher, K-12
Lampel, Lisa	Teacher, K-12
Jackson, Andrea	Teacher, K-12
Bunnell, Jeri	Teacher, K-12
Heim, Holly	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT meets weekly to discuss school-wide reading programs, plans and goals. Grade level teams review progress monitoring and response to intervention (RTI) data on a regular basis to determine trends and address deficit areas and strengths. The LLT provides guidance on curriculum decisions, as well as developing and implementing one-on-one and small group interventions. The LLT reviews and disaggregates i-Ready data, Running Records and Oral Reading Fluency data. We continue to review the LAFS, IFG, and how best to incorporate strategies in the classroom to achieve the standards. In grade level teams, teachers review the instructional focus guide on a regular basis and utilize the resources listed. The LLT teams collaborate on instructional strategies, lesson plans, structure of the reading block, and materials to best meet the needs of students in grades K-5. Reading incentives include quarterly Renaissance Awards, Accelerated Reader Awards, "AR Dog Tags", Reading Buttons, and 3-D Printer enticements. Additionally, fall and spring book fairs combined with family cook-outs promote literacy, along with grade level parent educational programs. A school wide reading event with all students reading at the same time along the sidewalks of the school will take place to encourage enthusiasm and the love of reading. We participate in the Sunshine State Young Readers Award Program for grades 3-5 and Florida Readers Association for grades K-2 annually. The books are previewed with the students and then made available for them to check out during a set period of time.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers meet in Professional Learning Communities (PLC) at least once per week during common planning times. Collaborative discussions are led by a team leader, while various team members lead training activities as their team's identified expert. These varied leadership roles enhance the dynamics

of a team ensuring teacher engagement and collaborative decision making throughout the school. By sharing leadership roles, teams have the capacity to sustain their focus on improving instruction and increasing student achievement. The sharing and collaboration that occurs during these meetings has resulted in a positive, caring family atmosphere that permeates the culture of our school. The PBS team and Administration provide special breakfasts, lunches and snacks intermittently during the school year as positive incentives for the staff. They have a "Staff Spotlight" bulletin board for staff to make positive comments and recognize each other. During classroom walk-throughs and observations, the administration leaves positive notes and comments reflecting on instructional practices and student engagement. Staff is recognized daily on the Eagle Eye News Show each morning.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Each new teacher is assigned a trained Sarasota County Induction Program (SCIP) Mentor who is an experienced teacher to help guide and support their first year at Alta Vista. Weekly meetings are held to keep new teachers informed and to help them transition to the school. New teachers also participate in weekly professional learning community meetings with their grade level peers. There is a veteran teacher who serves as the Lead Mentor, facilitating meetings and providing on-going support for the new hires.Special focus area workshops are offered to new hires to deepen their understanding of curriculum, progress monitoring, and technology. School administration is responsible for hiring highly qualified staff members. Hiring is based on prior performance, knowledge of instructional and behavioral practices, current instructional trends, and the use of best practices. If non-local teachers are hired, guidance and assistance is provided by the administrator during their relocation to the area.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The mentor and mentee meet weekly, both, in their professional learning community and with each other to discuss school culture, procedures, routines, student progress monitoring, technology, curriculum and instructional practices. Our mentees are paired with a trained SCIP mentors based on level alike programs in order to provide a high level of support for our new staff members.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school uses district adopted curriculum materials for core instruction. Grade level teams collaborate and use the district created Instructional Focus Guides to select appropriate resources aligned to the Florida Standards. Teachers plan their core instruction by reviewing the Instructional Focus Guide and curricular materials. Teachers select and share additional resources based on information in the IFG which are aligned to the standards. Lesson plans and instruction reflect standards and best practices.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

All teachers are trained, knowledgeable and engaged in discussions that are an in-depth examination of formative and summative student data, item analysis of progress monitoring assessments, and differentiated instruction. Data used to assess learning needs include the i-Ready Instructional Program and Diagnostic assessments (i-Ready Class Profile Report, Class Response to Instruction, Instructional Grouping Profile), FSA Group Profile Reading and Math Data Analysis Reports (Grades 4/5), daily performance on classroom and homework assignments, weekly tests, unit and benchmark assessments, math and reading fluency, etc. Administrators have individual data chats with all teachers twice a year and on an as needed basis. Teachers identify and address specific learning needs of individual students by analyzing data and discussing instructional strategies that sustain and increase learning gains. They strategically differentiate instruction using high yield impact strategies that intensify learning and increase student achievement. Intervention Coaches work with grade level teams and individual teachers to assist in identifying at-risk students and guide instructional practices.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program
Minutes added to school year: 18,900

The Eagle Academy is a summer academic and enrichment program for students at Alta Vista Elementary. Students attend the Eagle Academy Monday – Thursday 8:30 - 1:30 for seven weeks. The Eagle STEAM Program offers extended day STEAM enrichment activities and arts and cultural field trips Monday - Thursday 1:30 - 5:30. In addition, the Parent University provides classes that promote successful student achievement through parent involvement and focus on strengthening life and parenting skills in addition to fostering career and vocational training. The Eagle Academy programs are committed to excellence by providing high quality learning experiences. These programs meet the diverse needs of children and adults in addition to promoting a positive attitude toward lifelong learning. Students will continue their educational journey during the Eagle Academy, which has proven results in increasing academic achievement and preventing loss of learning during the summer. They will enter their next grade level ready to learn and succeed.

Strategy Rationale

Our summer Eagle Academy provides an early start kindergarten and grade level academic and arts integrated program to better prepare students entering school and to decrease summer learning loss.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Shirley, Barbara, barbara.shirley@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Over the past five years, the children who have attended the Eagle Academy as entering kindergarten and grades 1, 2, and 3 students have sustained learning or demonstrated a significant growth in reading compared to students who did not attend. All students are given a pre- and post- test and the data is used to drive instruction and evaluate the effectiveness of the program and student achievement. This data is analyzed in a multitude of ways (i.e. peer to peer, by ethnicity, over time comparing prior year's Eagle Academy students with the current year). Parent conferences are held with all Eagle Academy parents to review academic progress, share strategies that can be implemented at home, and discuss student placement.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Each spring we conduct a Kindergarten Round-up inviting prospective kindergarten students and their families to an orientation. We send information to local daycare and preschool facilities to invite families to attend this event. During this orientation, we provide an overview of what a day in

kindergarten will look like at Alta Vista Elementary School. Materials are provided to help parents and incoming kindergarten students practice school readiness skills in all academic areas, fine/gross motor skills and adaptive skills. All incoming kindergarten students are assessed with the On the Mark Assessment prior to entering school and the Florida Kindergarten Readiness Screener (FLKRS) and i-Ready Reading and Math Diagnostic AP 1 during the first few weeks of school. Based on progress monitoring, students participate in a challenging differentiated learning environment. We also offer a seven week summer learning academy for all of our entering kindergarten students to assist in the transition between preschool and kindergarten. During this program, parents attend Parent University classes to learn about the school and gain skills in how they can help their child to be successful. Social workers and a parent liaison are available for home visits and social/emotional support to assist with the transition during the summer and throughout the school year. When we receive new students from other schools, we gain information from parents, review the cumulative file and contact their previous school for additional information to determine the best placement for each student. Parent conferences are throughout the school year. At the end of each year, teachers meet by grade level to discuss student placement for the following year, taking into consideration academic performance, behavior concerns and other social or related issues. This ensures the best possible placement for success the following year. For students transitioning to middle school, opportunities are provided for students and their families to visit their district middle school. Results from the standardized tests are used for placement in middle school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. READING PROFICIENCY GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G2. MATH PROFICIENCY GOALS By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Mathematics.

G3. SCIENCE GOAL FCAT 2.0 By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Science.

G4. ATTENDANCE GOALS: Address students who have chronic absences from school. By the year 2017, there will be a reduction of absences and suspensions from the previous year. Absences: If the current percentage is 10% or less, the school will maintain or decrease the percentage. Behavior: If the current percentage is between 11-49%, the school will reduce the percentage by 5%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. READING PROFICIENCY GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. 1a

🔍 G085548

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	64.0

Targeted Barriers to Achieving the Goal 3

- Wide variety of ability levels in any given classroom.

- Summer Learning Loss

- Students have difficulty making good educational choices resulting in time out of the learning environment

- Students are often absent, tardy, or are dismissed early from school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Staff, District Trainers, National Consultant, Webinars

- i-Ready Reading Instructional Program and Materials, Reading Wonders Curriculum and Materials, Thinking Maps, Think Central, Blackboard Learn, Accelerated Reader

- Supplemental Curriculum Materials and Resources

- Guidance Counselors, Behavior Specialist, Social Workers, Second Step Recognition Program, Positive Behavior Support Plan

- School and Community Resources, Parent Conferences

Plan to Monitor Progress Toward G1. 8

Teachers and Support Staff will monitor attendance and discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer absences, tardiness, and early dismissals.

Person Responsible
Barbara Shirley

Schedule
Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion
Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.

G2. MATH PROFICIENCY GOALS By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Mathematics. `1a`

🔍 G085549

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	73.0

Targeted Barriers to Achieving the Goal `3`

- Teachers continue to learn GoMath Curriculum and grade level Florida Standards while trying to remediate the prerequisite skills not mastered.

- There are a wide variety of math abilities and levels in any given classroom.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Professional Development in Math Standards, Math Accountable Talk, GoMath Curriculum, and Instructional Focus Guide. Peer classroom observations and sharing of best practices. Professional Learning Teams Work Collaboratively in Developing Math Strategies Intervention Coaches and Resource Teachers Provide interventions and Coaching

Plan to Monitor Progress Toward G2. `8`

Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

Person Responsible
Barbara Shirley

Schedule
Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion
Progress Monitoring Spreadsheet, Data Chats, PLC Meetings and Minutes

G3. SCIENCE GOAL FCAT 2.0 By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Science. `1a`

🔍 G085550

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0

Targeted Barriers to Achieving the Goal `3`

- In previous years, the ELA and math block make up a large part of each classroom teacher's schedule; therefore it was difficult to have a designated Science block in all grade levels. This year, Science has a designated instructional block in the master schedule.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Science Fusion, FCAT Explorer and Instructional Focus Calendar, IFG, Defined STEM

Plan to Monitor Progress Toward G3. `8`

Observe Fidelity to Science Standards, Infusion Curriculum, and Instructional Focus Guide Progress in daily instructional practices.

Person Responsible

Barbara Shirley

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

G4. ATTENDANCE GOALS: Address students who have chronic absences from school. By the year 2017, there will be a reduction of absences and suspensions from the previous year. Absences: If the current percentage is 10% or less, the school will maintain or decrease the percentage. Behavior: If the current percentage is between 11-49%, the school will reduce the percentage by 5%. `1a`

🔍 G085551

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	5.0
One or More Suspensions	83.0

Targeted Barriers to Achieving the Goal `3`

- Students are often absent, tardy, or are dismissed early from school.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Guidance Counselors, Behavior Specialist, Social Workers, Mental Health Counselor, Second Step Recognition Program, Positive Behavior Support Plan, Renaissance Recognition, Attendance Support Plans

Plan to Monitor Progress Toward G4. `8`

Teachers and Support Staff will monitor attendance and discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer absences, tardiness, and early dismissals.

Person Responsible
Barbara Shirley

Schedule
Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion
Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal　　**B =**
Barrier　　**S** = Strategy

1 = Problem Solving Step　　🔑 S123456 = Quick Key

G1. READING PROFICIENCY GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. 1

🔑 G085548

G1.B1 Wide variety of ability levels in any given classroom. 2

🔑 B227426

G1.B1.S1 Two Reading Recovery Teachers / Resource teachers will provide small group instruction and intervention support to at-risk students 4

🔑 S239956

Strategy Rationale

Subgroup data indicates reading deficiency in grades K-5: 2014-15 Reading data - 62% proficiency

Action Step 1 5

Reading Recovery Teachers / Resource Teachers will provide small group instruction and intervention support to at-risk students.

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monitor implementation of professional development training in instructional practices, lesson plans, data chats

Person Responsible

Barbara Shirley

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monitor implementation of professional development training in instructional practices, lesson plans, data chats

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Feedback from teachers, Team Leader minutes, observation

G1.B1.S2 Variety of curriculum materials and resources strategically available for differentiated instruction that vary depending on deficit skill areas. 4

🔍 S239957

Strategy Rationale

Fidelity to English Language Arts Florida Standards, Reading Wonders Curriculum, and Instructional Focus Guide

Action Step 1 5

Progress monitoring data analysis/coordination; Coaching/modeling of ELA and math strategies/ instruction for grades K-5; RtI interventions based on data; Using i-Ready in the decision-making and instructional process

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Progress Monitoring Spreadsheets, Data Chats, PLC Meetings and Minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Observe Fidelity to English Language Arts Standards, Reading Curriculum, and Instructional Focus Guide, and evaluate Progress monitoring data in reading

Person Responsible

Barbara Shirley

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Utilize resources in curriculum resource room, collaborate as grade level teams to access additional resources,

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

G1.B1.S3 Additional staff members funded through Title I funds (Intervention Teachers in Reading and Writing, Intervention Coaches) to provide interventions and professional development. `4`

🔑 S239958

Strategy Rationale

Staff provides intervention, tutoring, training and coaching.

Action Step 1 `5`

Resource teachers will provide small group instruction and intervention support to at-risk students.

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Resource Schedule, Lesson Plans, Observations, Teacher Feedback, Progress Monitoring Data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Measure effectiveness of Resource Teachers in providing strategic interventions that are prescriptive based on individual student needs as indicated by progress monitoring data and teacher feedback.

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Resource Schedule, Lesson Plans, Observations, Teacher Feedback, Progress Monitoring Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Measure effectiveness of Resource Teachers in providing strategic interventions that are prescriptive based on individual student needs as indicated by progress monitoring data and teacher feedback.

Person Responsible

Barbara Shirley

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Resource Schedule, Lesson Plans, Observations, Teacher Feedback, Progress Monitoring Data

G1.B1.S4 Eagles Nest Volunteers - Trained volunteers providing intensive instruction with identified students in reading and math. 4

🔑 S239959

Strategy Rationale

Volunteers focus on specific skills as identified by progress monitoring data and teachers.

Action Step 1 5

Resource teacher will provide small group instruction and intervention support to at-risk students.

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Volunteer Schedule, Student Plans, Observations, Teacher Feedback, Progress Monitoring Data

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Provide strategic interventions that are prescriptive based on individual student needs as indicated by progress monitoring data and teacher recommendations.

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Volunteer Schedule, Student Plans, Observations, Teacher Feedback, Progress Monitoring Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Effectiveness of volunteers providing intensive instruction to identified students is measured by progress monitoring data and teacher feedback.

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Volunteer Schedule, Student Plans, Observations, Teacher Feedback, Progress Monitoring Data

G1.B2 Summer Learning Loss `2`

🔑 B227427

G1.B2.S1 The Eagle Academy, a summer academic and enrichment program provides extended learning opportunities for entering K through grade 3 students for 7 weeks during the summer. `4`

🔑 S239962

Strategy Rationale

Students were entering kindergarten lacking school readiness skills and students entering grades 1, 2, and 3 experienced summer learning loss.

Action Step 1 `5`

Provide a summer academic program to better prepare entering kindergarten students with readiness skills and extend reading and math learning opportunities for students entering grades 1, 2, and 3.

Person Responsible

Barbara Shirley

Schedule

Daily, from 6/12/2017 to 8/3/2017

Evidence of Completion

Eagle Academy Summer Learning Program, Schedule, Lesson Plans, Progress Monitoring Data, Classroom Walkthroughs and Observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitoring Student Achievement through Pre- and Post- Assessments using i-Ready and On the Mark data

Person Responsible

Barbara Shirley

Schedule

Daily, from 6/13/2016 to 8/4/2016

Evidence of Completion

Eagle Academy Summer Learning Program, Schedule, Lesson Plans, Progress Monitoring Data, Classroom Walkthroughs and Observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitoring Student Achievement through Pre- and Post- Assessments using i-Ready and On the Mark data

Person Responsible

Barbara Rannigan

Schedule

Daily, from 5/15/2017 to 8/3/2017

Evidence of Completion

Eagle Academy Summer Learning Program, Schedule, Lesson Plans, Progress Monitoring Data, Classroom Walkthroughs and Observations

G1.B3 Students have difficulty making good educational choices resulting in time out of the learning environment `2`

🔑 B227428

G1.B3.S1 Provide proactive positive behavior interventions to support at-risk students `4`

🔑 S239963

Strategy Rationale

Need to implement positive behavior plans to impact student behavior and attendance

Action Step 1 `5`

Guidance Counselor / Behavior Specialist K-5, classroom guidance to provide proactive positive behavior support guidance interventions and support to at-risk students

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Referral Data, PBS Program Incentives, and Parent Conference Notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Teachers and Support Staff will monitor attendance and discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer referrals.

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Referral Data, PBS Program Incentives, and Parent Conference Notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Teachers and Support Staff will monitor attendance and discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer referrals.

Person Responsible

Barbara Shirley

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Referral Data, PBS Program Incentives, and Parent Conference Notes

G1.B3.S2 Parent Liaison, Social Worker, and Mental Health Counselor to serve as liaison between parents/families and schools to increase parent involvement and support. `4`

🔧 S239964

Strategy Rationale

Need to work closely with parents in a partnership to encourage parent involvement in their child's education and to provide school and community support and resources.

Action Step 1 `5`

Resource teacher will provide small group instruction and intervention support to at-risk students.

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Social Services Referral Data, Home Visit Reports, and Parent Conference Notes

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Monitoring Student Achievement and Parent Engagement, School and Community Resource Data, Parent Conference Data

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Social Services Referral Data, Home Visit Reports, and Parent Conference Notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Monitoring Student Achievement and Parent Engagement, School and Community Resource Data, Parent Conference Data

Person Responsible

Barbara Shirley

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Social Services Referral Data, Home Visit Reports, and Parent Conference Notes

G1.B4 Students are often absent, tardy, or are dismissed early from school. 2

🔑 B227429

G1.B4.S1 Monitor attendance and meet with parents and students to provide positive behavior interventions to support students with attendance, tardiness, and early dismissal issues. 4

🔑 S239965

Strategy Rationale

Inadequate attendance, tardiness, and early dismissal impacts learning

Action Step 1 5

Teachers and Support Staff meet with parents and students and develop incentives that encourage students and parents to increase attendance.

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers and Support Staff will monitor attendance and discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer absences, tardiness, and early dismissals.

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Teachers and Support Staff will monitor attendance and discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer absences, tardiness, and early dismissals.

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.

G2. MATH PROFICIENCY GOALS By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Mathematics. `1`

🔑 G085549

G2.B1 Teachers continue to learn GoMath Curriculum and grade level Florida Standards while trying to remediate the prerequisite skills not mastered. `2`

🔑 B227430

G2.B1.S1 Focused differentiated instruction using accountable talk, higher DOK levels, and learned instructional best practices during math training. `4`

🔑 S239966

Strategy Rationale

Teachers need to understand standards and how they align with instructional practices.

Action Step 1 `5`

Resource teacher will provide small group instruction and intervention support to at-risk students.

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Progress Monitoring Spreadsheet, Data Chats, PLC Meetings and Minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

Person Responsible

Barbara Shirley

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Progress Monitoring Spreadsheet, Data Chats, PLC Meetings and Minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

Person Responsible

Barbara Shirley

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Progress Monitoring Spreadsheet, Data Chats, PLC Meetings and Minutes

G2.B2 There are a wide variety of math abilities and levels in any given classroom. `2`

🔑 B227431

G2.B2.S1 All staff will be trained in Florida Math Standards, GoMath Curriculum, Math Instructional Focus Guide, and Instructional Strategies to ensure implementation of the program across all grade levels. `4`

🔑 S239967

Strategy Rationale

Teachers need to understand in-depth strategic instructional strategies that are guided by progress monitoring assessments.

Action Step 1 `5`

Professional Development Coach to model and train teachers in grades 4-5 math instructional practices that align with progress monitoring assessments, Florida Standards and the Instructional Focus Guides.

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Observable Fidelity to Math Standards, GoMath Curriculum, and Instructional Focus Guide to monitor student progress in math.

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Observable Fidelity to Math Standards, GoMath Curriculum, and Instructional Focus
Guide to monitor student progress in math.

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom
Walkthroughs

G3. SCIENCE GOAL FCAT 2.0 By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Science. 1

🔑 G085550

G3.B1 In previous years, the ELA and math block make up a large part of each classroom teacher's schedule; therefore it was difficult to have a designated Science block in all grade levels. This year, Science has a designated instructional block in the master schedule. 2

🔑 B227432

G3.B1.S1 Science must be integrated daily into other parts of the curriculum to ensure all of the standards are being covered. The science lab teacher needs to coordinate and communicate lessons to all classroom teachers. 4

🔑 S239968

Strategy Rationale

Teachers need to understand science concepts and instructional strategies/hands-on experiments to integrate science nonfiction reading into ELA block and other times during the day.

Action Step 1 5

Training in Reading, Math, and Science instructional practices that align with progress monitoring assessments, Florida Standards, and the Instructional Focus Guides.

Person Responsible

Barbara Shirley

Schedule

Quarterly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Observe Fidelity to Science Standards, Infusion Curriculum, and Instructional Focus Guide Progress in daily instructional practices.

Person Responsible

Barbara Shirley

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Observe Fidelity to Science Standards, Infusion Curriculum, and Instructional Focus Guide Progress in daily instructional practices.

Person Responsible

Barbara Shirley

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

G3.B1.S2 Develop and implement a system that recognizes gaps between district mandated programs and state standard expectations with grade-level teachers with an outcome of strengthening the core. [4]

🔍 S239969

Strategy Rationale

Due to the limited time spent on teaching science standards in previous years, there are gaps in science knowledge.

Action Step 1 [5]

Teachers will understand standards, science curriculum and alignment with Instructional Focus Calendar to implement instructional practices. Fidelity to Science Standards and Instructional Block, Science Curriculum, and Instructional Focus Guide

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Student work, Classroom Walkthroughs, Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats,

Plan to Monitor Fidelity of Implementation of G3.B1.S2 [6]

Implement professional training in Florida Science Standards, Science Curriculum, Science Instructional Focus Guide, and data to guide and implement instructional practices

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Observable Fidelity to Science Standards, Science Curriculum, and Instructional Focus Guide to monitor student progress

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Observe Fidelity to Science Standards, Infusion Curriculum, and Instructional Focus Guide Progress in daily instructional practices.

Person Responsible

Barbara Shirley

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Student work, Classroom Walkthroughs, Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats,

G4. ATTENDANCE GOALS: Address students who have chronic absences from school. By the year 2017, there will be a reduction of absences and suspensions from the previous year. Absences: If the current percentage is 10% or less, the school will maintain or decrease the percentage. Behavior: If the current percentage is between 11-49%, the school will reduce the percentage by 5%. `1`

🔍 G085551

G4.B1 Students are often absent, tardy, or are dismissed early from school. `2`

🔍 B227433

G4.B1.S1 Monitor attendance and meet with parents and students to provide positive behavior interventions to support students with attendance, tardiness, and early dismissal issues. `4`

🔍 S239970

Strategy Rationale

Inadequate attendance, tardiness, and early dismissal impacts learning.

Action Step 1 `5`

Social Worker/Parent Liaison to serve as liaison between parents/families and school throughout the year; Mental Health Counselor to provide services and consultation to children and families and to serve as liaison between parents/families and school; Monitor attendance, behavior referrals and suspensions and meet with parents and students to provide positive behavior interventions to support student behavior, attendance, tardiness, and early dismissal concerns.

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/22/2016 to 6/5/2017

Evidence of Completion

Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Teachers and Support Staff will monitor attendance and discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer absences, tardiness, and early dismissals.

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers and Support Staff will monitor attendance and discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer absences, tardiness, and early dismissals.

Person Responsible

Barbara Shirley

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1 🔍 M318619	Monitoring Student Achievement through Pre- and Post- Assessments using i-Ready and On the Mark data	Shirley, Barbara	6/13/2016	Eagle Academy Summer Learning Program, Schedule, Lesson Plans, Progress Monitoring Data, Classroom Walkthroughs and Observations	8/4/2016 daily
G1.MA1 🔍 M318626	Teachers and Support Staff will monitor attendance and discipline data to determine if the...	Shirley, Barbara	8/22/2016	Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.	6/5/2017 weekly
G2.MA1 🔍 M318631	Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	Shirley, Barbara	8/22/2016	Progress Monitoring Spreadsheet, Data Chats, PLC Meetings and Minutes	6/5/2017 monthly
G3.MA1 🔍 M318636	Observe Fidelity to Science Standards, Infusion Curriculum, and Instructional Focus Guide Progress...	Shirley, Barbara	8/22/2016	Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	6/5/2017 monthly
G4.MA1 🔍 M318639	Teachers and Support Staff will monitor attendance and discipline data to determine if the...	Shirley, Barbara	8/22/2016	Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.	6/5/2017 weekly
G1.B1.S1.MA1 🔍 M318610	Monitor implementation of professional development training in instructional practices, lesson...	Shirley, Barbara	8/22/2016	Feedback from teachers, Team Leader minutes, observation	6/5/2017 weekly
G1.B1.S1.MA1 🔍 M318611	Monitor implementation of professional development training in instructional practices, lesson...	Shirley, Barbara	8/22/2016	Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	6/5/2017 monthly
G1.B1.S1.A1 🔍 A310676	Reading Recovery Teachers / Resource Teachers will provide small group instruction and intervention...	Shirley, Barbara	8/22/2016	Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	6/5/2017 weekly
G1.B3.S1.A1 🔍 A310681	Guidance Counselor / Behavior Specialist K-5, classroom guidance to provide proactive positive...	Shirley, Barbara	8/22/2016	Referral Data, PBS Program Incentives, and Parent Conference Notes	6/5/2017 daily
G1.B4.S1.A1 🔍 A310683	Teachers and Support Staff meet with parents and students and develop incentives that encourage...	Shirley, Barbara	8/22/2016	Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.	6/5/2017 weekly
G2.B1.S1.MA1 🔍 M318627	Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	Shirley, Barbara	8/22/2016	Progress Monitoring Spreadsheet, Data Chats, PLC Meetings and Minutes	6/5/2017 monthly
G2.B1.S1.MA1 🔍 M318628	Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	Shirley, Barbara	8/22/2016	Progress Monitoring Spreadsheet, Data Chats, PLC Meetings and Minutes	6/5/2017 monthly
G2.B1.S1.A1 🔍 A310684	Resource teacher will provide small group instruction and intervention support to at-risk students.	Shirley, Barbara	8/22/2016	Progress Monitoring Spreadsheet, Data Chats, PLC Meetings and Minutes	6/5/2017 daily
G2.B2.S1.MA1 🔍 M318629	Observable Fidelity to Math Standards, GoMath Curriculum, and Instructional Focus Guide to...	Shirley, Barbara	8/22/2016	Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	6/5/2017 weekly
G2.B2.S1.MA1 🔍 M318630	Observable Fidelity to Math Standards, GoMath Curriculum, and Instructional Focus Guide to...	Shirley, Barbara	8/22/2016	Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	6/5/2017 weekly
G2.B2.S1.A1 🔍 A310685	Professional Development Coach to model and train teachers in grades 4-5 math instructional...	Shirley, Barbara	8/22/2016	Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	6/5/2017 daily
G3.B1.S1.MA1 🔍 M318632	Observe Fidelity to Science Standards, Infusion Curriculum, and Instructional Focus Guide Progress...	Shirley, Barbara	8/22/2016	Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	6/5/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 🔑 M318633	Observe Fidelity to Science Standards, Infusion Curriculum, and Instructional Focus Guide Progress...	Shirley, Barbara	8/22/2016	Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	6/5/2017 monthly
G3.B1.S1.A1 🔑 A310686	Training in Reading, Math, and Science instructional practices that align with progress monitoring...	Shirley, Barbara	8/22/2016	Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	6/5/2017 quarterly
G4.B1.S1.MA1 🔑 M318637	Teachers and Support Staff will monitor attendance and discipline data to determine if the...	Shirley, Barbara	8/22/2016	Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.	6/5/2017 weekly
G4.B1.S1.MA1 🔑 M318638	Teachers and Support Staff will monitor attendance and discipline data to determine if the...	Shirley, Barbara	8/22/2016	Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.	6/5/2017 weekly
G4.B1.S1.A1 🔑 A310688	Social Worker/Parent Liaison to serve as liaison between parents/families and school throughout the...	Shirley, Barbara	8/22/2016	Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.	6/5/2017 daily
G1.B1.S2.MA1 🔑 M318612	Utilize resources in curriculum resource room, collaborate as grade level teams to access...	Shirley, Barbara	8/22/2016	Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	6/5/2017 weekly
G1.B1.S2.MA1 🔑 M318613	Observe Fidelity to English Language Arts Standards, Reading Curriculum, and Instructional Focus...	Shirley, Barbara	8/22/2016	Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	6/5/2017 monthly
G1.B1.S2.A1 🔑 A310677	Progress monitoring data analysis/ coordination; Coaching/modeling of ELA and math...	Shirley, Barbara	8/22/2016	Progress Monitoring Spreadsheets, Data Chats, PLC Meetings and Minutes	6/5/2017 weekly
G1.B3.S2.MA1 🔑 M318623	Monitoring Student Achievement and Parent Engagement, School and Community Resource Data, Parent...	Shirley, Barbara	8/22/2016	Social Services Referral Data, Home Visit Reports, and Parent Conference Notes	6/5/2017 weekly
G1.B3.S2.A1 🔑 A310682	Resource teacher will provide small group instruction and intervention support to at-risk students.	Shirley, Barbara	8/22/2016	Social Services Referral Data, Home Visit Reports, and Parent Conference Notes	6/5/2017 daily
G3.B1.S2.MA1 🔑 M318634	Observe Fidelity to Science Standards, Infusion Curriculum, and Instructional Focus Guide Progress...	Shirley, Barbara	8/22/2016	Student work, Classroom Walkthroughs, Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats,	6/5/2017 monthly
G3.B1.S2.MA1 🔑 M318635	Implement professional training in Florida Science Standards, Science Curriculum, Science...	Shirley, Barbara	8/22/2016	Observable Fidelity to Science Standards, Science Curriculum, and Instructional Focus Guide to monitor student progress	6/5/2017 daily
G3.B1.S2.A1 🔑 A310687	Teachers will understand standards, science curriculum and alignment with Instructional Focus...	Shirley, Barbara	8/22/2016	Student work, Classroom Walkthroughs, Grade book, on-line FCAT Explorer usage, Assessment Data, Observations, Lesson Plans, Classroom Observations, PLC minutes, Data Chats,	6/5/2017 daily
G1.B1.S3.MA1 🔑 M318614	Measure effectiveness of Resource Teachers in providing strategic interventions that are...	Shirley, Barbara	8/22/2016	Resource Schedule, Lesson Plans, Observations, Teacher Feedback, Progress Monitoring Data	6/5/2017 monthly
G1.B1.S3.MA1 🔑 M318615	Measure effectiveness of Resource Teachers in providing strategic interventions that are...	Shirley, Barbara	8/22/2016	Resource Schedule, Lesson Plans, Observations, Teacher Feedback, Progress Monitoring Data	6/5/2017 daily
G1.B1.S3.A1 🔑 A310678	Resource teachers will provide small group instruction and intervention support to at-risk students.	Shirley, Barbara	8/22/2016	Resource Schedule, Lesson Plans, Observations, Teacher Feedback, Progress Monitoring Data	6/5/2017 daily
G1.B1.S4.MA1 🔑 M318616	Effectiveness of volunteers providing intensive instruction to identified students is measured by...	Shirley, Barbara	8/22/2016	Volunteer Schedule, Student Plans, Observations, Teacher Feedback, Progress Monitoring Data	6/5/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.MA1 🔑 M318617	Provide strategic interventions that are prescriptive based on individual student needs as...	Shirley, Barbara	8/22/2016	Volunteer Schedule, Student Plans, Observations, Teacher Feedback, Progress Monitoring Data	6/5/2017 daily
G1.B1.S4.A1 🔑 A310679	Resource teacher will provide small group instruction and intervention support to at-risk students.	Shirley, Barbara	8/22/2016	Volunteer Schedule, Student Plans, Observations, Teacher Feedback, Progress Monitoring Data	6/5/2017 daily
G1.B3.S1.MA1 🔑 M318620	Teachers and Support Staff will monitor attendance and discipline data to determine if the...	Shirley, Barbara	8/22/2016	Referral Data, PBS Program Incentives, and Parent Conference Notes	6/6/2017 monthly
G1.B3.S1.MA1 🔑 M318621	Teachers and Support Staff will monitor attendance and discipline data to determine if the...	Shirley, Barbara	8/22/2016	Referral Data, PBS Program Incentives, and Parent Conference Notes	6/6/2017 daily
G1.B4.S1.MA1 🔑 M318624	Teachers and Support Staff will monitor attendance and discipline data to determine if the...	Shirley, Barbara	8/22/2016	Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.	6/6/2017 weekly
G1.B4.S1.MA1 🔑 M318625	Teachers and Support Staff will monitor attendance and discipline data to determine if the...	Shirley, Barbara	8/22/2016	Attendance, Tardiness, and Early Dismissal Data, Attendance Contracts, Parent Contacts and Meetings.	6/6/2017 weekly
G1.B3.S2.MA1 🔑 M318622	Monitoring Student Achievement and Parent Engagement, School and Community Resource Data, Parent...	Shirley, Barbara	8/22/2016	Social Services Referral Data, Home Visit Reports, and Parent Conference Notes	6/6/2017 monthly
G1.B2.S1.MA1 🔑 M318618	Monitoring Student Achievement through Pre- and Post- Assessments using i-Ready and On the Mark data	Rannigan, Barbara	5/15/2017	Eagle Academy Summer Learning Program, Schedule, Lesson Plans, Progress Monitoring Data, Classroom Walkthroughs and Observations	8/3/2017 daily
G1.B2.S1.A1 🔑 A310680	Provide a summer academic program to better prepare entering kindergarten students with readiness...	Shirley, Barbara	6/12/2017	Eagle Academy Summer Learning Program, Schedule, Lesson Plans, Progress Monitoring Data, Classroom Walkthroughs and Observations	8/3/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. READING PROFICIENCY GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G1.B1 Wide variety of ability levels in any given classroom.

G1.B1.S1 Two Reading Recovery Teachers / Resource teachers will provide small group instruction and intervention support to at-risk students

PD Opportunity 1

Reading Recovery Teachers / Resource Teachers will provide small group instruction and intervention support to at-risk students.

Facilitator

Participants

Schedule

Weekly, from 8/22/2016 to 6/5/2017

G2. MATH PROFICIENCY GOALS By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Mathematics.

G2.B2 There are a wide variety of math abilities and levels in any given classroom.

G2.B2.S1 All staff will be trained in Florida Math Standards, GoMath Curriculum, Math Instructional Focus Guide, and Instructional Strategies to ensure implementation of the program across all grade levels.

PD Opportunity 1

Professional Development Coach to model and train teachers in grades 4-5 math instructional practices that align with progress monitoring assessments, Florida Standards and the Instructional Focus Guides.

Facilitator

Participants

Schedule

Daily, from 8/22/2016 to 6/5/2017

G3. SCIENCE GOAL FCAT 2.0 By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Science.

G3.B1 In previous years, the ELA and math block make up a large part of each classroom teacher's schedule; therefore it was difficult to have a designated Science block in all grade levels. This year, Science has a designated instructional block in the master schedule.

G3.B1.S1 Science must be integrated daily into other parts of the curriculum to ensure all of the standards are being covered. The science lab teacher needs to coordinate and communicate lessons to all classroom teachers.

PD Opportunity 1

Training in Reading, Math, and Science instructional practices that align with progress monitoring assessments, Florida Standards, and the Instructional Focus Guides.

Facilitator

Science Teacher and District Science Specialist

Participants

Instructional Staff

Schedule

Quarterly, from 8/22/2016 to 6/5/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Reading Recovery Teachers / Resource Teachers will provide small group instruction and intervention support to at-risk students.				$123,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School	Title I, Part A		$123,400.00
			Notes: Title I Reading Recovery / Resource Teachers			
2	G1.B1.S2.A1	Progress monitoring data analysis/coordination; Coaching/modeling of ELA and math strategies/instruction for grades K-5; RtI interventions based on data; Using i-Ready in the decision-making and instructional process				$255,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School	Title I, Part A		$255,600.00
			Notes: Resource teachers will provide small group instruction and intervention support to at risk students			
3	G1.B1.S3.A1	Resource teachers will provide small group instruction and intervention support to at-risk students.				$44,126.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School	Title I, Part A		$44,126.00
			Notes: Resource teachers			
4	G1.B1.S4.A1	Resource teacher will provide small group instruction and intervention support to at-risk students.				$17,134.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School	Title I, Part A		$17,134.00
			Notes: Resource Teacher			
5	G1.B2.S1.A1	Provide a summer academic program to better prepare entering kindergarten students with readiness skills and extend reading and math learning opportunities for students entering grades 1, 2, and 3.				$60,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School	Title I, Part A		$60,800.00
			Notes: 2017 Summer Learning Program			

6	G1.B3.S1.A1	**Guidance Counselor / Behavior Specialist K-5, classroom guidance to provide proactive positive behavior support guidance interventions and support to at-risk students**			**$117,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School	Title I, Part A		$117,000.00
			Notes: Guidance Counselor / Behavior Specialist			
7	G1.B3.S2.A1	**Resource teacher will provide small group instruction and intervention support to at-risk students.**			**$18,432.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School	Title I, Part A		$18,432.00
			Notes: Resource Teacher			
8	G1.B4.S1.A1	**Teachers and Support Staff meet with parents and students and develop incentives that encourage students and parents to increase attendance.**			**$7,690.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School	Title I, Part A		$7,690.00
			Notes: Agenda Books, Grades K-5; ESOL Parent Night; Translations; Parent training in ELA, Math, and Science and Book Fair			
9	G2.B1.S1.A1	**Resource teacher will provide small group instruction and intervention support to at-risk students.**			**$6,934.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School	Title I, Part A		$6,934.00
			Notes: Resource teachers will provide small group instruction and intervention support to at-risk students			
10	G2.B2.S1.A1	**Professional Development Coach to model and train teachers in grades 4-5 math instructional practices that align with progress monitoring assessments, Florida Standards and the Instructional Focus Guides.**			**$25,004.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School	Title I, Part A		$25,004.00
			Notes: Professional Development Coach			
11	G3.B1.S1.A1	**Training in Reading, Math, and Science instructional practices that align with progress monitoring assessments, Florida Standards, and the Instructional Focus Guides.**			**$38,579.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	3000		0012 - Alta Vista Elementary School	Title I, Part A		$38,579.00
			Notes: Science Materials			
12	G3.B1.S2.A1	Teachers will understand standards, science curriculum and alignment with Instructional Focus Calendar to implement instructional practices. Fidelity to Science Standards and Instructional Block, Science Curriculum, and Instructional Focus Guide				**$11,809.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School			$11,809.00
			Notes: Professional Development			
13	G4.B1.S1.A1	Social Worker/Parent Liaison to serve as liaison between parents/families and school throughout the year; Mental Health Counselor to provide services and consultation to children and families and to serve as liaison between parents/families and school; Monitor attendance, behavior referrals and suspensions and meet with parents and students to provide positive behavior interventions to support student behavior, attendance, tardiness, and early dismissal concerns.				**$95,902.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0012 - Alta Vista Elementary School	Title I, Part A		$95,902.00
			Notes: Social Worker/Parent Liaison/Mental Health Counselor			
					Total:	**$822,410.00**