

Polk County Public Schools

Alta Vista Elementary School



2017-18 Schoolwide Improvement Plan

Alta Vista Elementary School

801 SCENIC HWY S, Haines City, FL 33844

<http://schools.polk-fl.net/altavista>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	C

**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 Polk 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Alta Vista Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Alta Vista Elementary School Mission is to prepare students for the 21st Century global economy by developing critical thinking skills.

b. Provide the school's vision statement.

We, the Alta Vista family, commit to working together to increase student achievement and make reflective decisions, thus creating an environment where all children love to learn and all teachers love to teach,

2. School Environment

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

Cooperative learning is utilized in all subject areas, creating a venue for communication and relationship building techniques. Additionally during the first week of school, teachers survey the students to gather relationship building information and create class building activities to develop a class culture of high expectations and respect for each other.

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

Student well being is a priority at Alta Vista Elementary. The entire campus is surrounded by fencing with entry portals protected by push-bar, locked gates. All gates are closed and locked when the tardy bell rings and reopened at the end of the day for dismissal. The only access to the school during the day is through the front office after supplying acceptable identification and/or credentials. Anytime the gates are open adults are stationed throughout the entire campus. Students navigate in pairs during the school day if individual movement is necessary.

All Alta Vista students are made aware that there is a zero tolerance for bullying and are encouraged to report instances when bullying may have occurred. There are bullying boxes located in central locations around the school for ease access as well as online. Additionally, the school wide CHAMPS system emphasizes a respect for others and self control. The Master Schedule has been organized to provide each grade level a lesson from the Guidance department, at the beginning of school, one day a week. Topics include character education, bullying, positive social behavior, problem solving strategies, and others. New in 2017, the school has positive signage posted throughout the campus where our expectations are mounted and easily seen. For example, we have our main entry point named "Bully Free Blvd." Signs like this and others surround the campus which send a clear and consistent message to all stakeholders.

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 using all available avenues to train and support personnel as the CHAMPS program is implemented school wide. CHAMPS provides a common language and consistent expectations for conduct throughout the campus. The guidelines for five crucial areas: Conversation,

Help, Activity, Movement, and Participation are verbalized by the teacher and visually posted at the beginning of any activity or lesson. Prior to starting an engagement the teacher sets the stage by announcing what Conversation level is allowed using a scale of 0-5. Next the way to get clarification for the assignment, questions answered, or additional Help is clearly stated. During instruction the teacher makes sure to clearly describe what the Activity will be and what the outcome will look like as well as what Movement is acceptable. The final piece is to describe to students how they would show they are fully participating. These boundaries provide a checklist for students throughout their day at school, opening an opportunity for self correction or simple redirection by the teacher. In addition to the support provided through the CHAMPS model, expectation posters are posted in classrooms and all common areas. Matrices are used which display how our CARE model looks in each section of the school. CARE is our PBIS model. Citizenship, Active Participation, Respect, and Excellence are embedded into our daily practices at all times. The school has a central PBIS team who has been trained to assist staff as needed. School-wide expectations are taught and enforced. Support is offered on an ongoing basis.

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.

Alta Vista offers comprehensive assistance for students and their families including counseling, psychological, and social services; health services; healthy school climate (i.e., safe & drug free schools, violence prevention, school attendance); comprehensive school health education; nutrition education; health promotion for staff and students; and parent/family and community partnerships in school health.

Based on careful analysis of student needs, evidenced-based programs and services are implemented, monitored, and evaluated in an effort to increase student achievement. Many of the programs and services offered are federal, state, and/or locally mandated. Beginning in 2015-2016, Alta Vista is part of the Mindful Schools Grant which provides additional support for students. The grant provides extra services supported by a school psychologist and a social worker. New in 2017, teachers will teach a social-emotional curriculum which will also support the needs of our students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The early warning system for Alta Vista Elementary includes careful bi-weekly monitoring, and cross referencing of, key indicators including attendance dropping below 90%, tardiness, days suspended, over-age, and/or state testing results beneath grade level. Interventions are initiated for any student falling into two or more categories as well as for any student with escalating or persistent single indicators.

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	5	24	21	15	25	11	0	0	0	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	14	0	0	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	13	30	60	0	0	0	0	0	0	0	103

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	5	0	0	0	0	0	0	0	0	0	0	0	0	5

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

Interventions for students identified by the early warning systems at Alta Vista are tiered. Tier 1 students all receive an extended Reading Block, participate with CHAMPS, and are subject to receiving an attendance letter for 5 or more accumulated absences.

In addition to Tier 1 services, Tier 2 early warning students are also included in daily, data driven, differentiated small group instruction for Reading and/or Math, receive weekly services from Math Interventionists as indicated by data, have behavior "Check In/Check Out" or behavior contracts arranged by the Guidance Department, and if accumulated absences reach 10 or more the Guidance department conducts a conference with the parents and student. Attendance "Bingo" may be incorporated if it appears it will be an incentive. New in 2017, time has been allocated each day for parent outreach. A staff member will make personal phone calls to the parents of absent students. We will offer to gather make-up work, work on a plan to return to school, and remind our parents of the importance of coming to school daily. This system will allow us to stay on top of absences and hopefully allow an opportunity to intervene much quicker with students with chronic absenteeism. Tier 3 early warning students are eligible to receive all of the student appropriate services described in Tier 1 and 2. In addition, skill targeted, intensive remedial academic interventions are administered by inclusion specialists, functional behavioral assessments are done to create an individual positive behavior plan, and excessive absences are referred to the school social worker or to outside agencies.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/425030>.

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.

The school involves stakeholders by holding an annual Open House meeting and additional nights to build support of community and to promote academic understanding. Additionally, students are provided

opportunities multiple times a year to participate with community events. Alta Vista also enjoys support from many of the surrounding businesses, churches, and other organizations. These relationships are built by attending Chamber of Commerce meetings, direct solicitation, and offers to help from the various entities. The relationships are nourished by expressions of appreciation including using the marquee to acknowledge contributions, thank you cards, invitations to join SAC, invitations to school events, and an annual breakfast for those who have served our school.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Leatherwood, Nikeshia	Principal
Davis, Karen	Dean
Dickey, Laura	Instructional Technology
Gamez, Sandra	Instructional Coach
Huston, Blaze	Teacher, K-12
Chapman, Rosemary	Instructional Media
Woodard, Herbert	Teacher, K-12
Gaymont, Stephen	Assistant Principal
Clark, Sophia	Instructional Coach
Legg, Carrie	Teacher, K-12
Diaz, Jose	School Counselor

b. Duties

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

Principal: The Principal is the driving force and instructional leader of the school. She provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure; conducts assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas in most need; and communicates with parents as necessary.

Assistant Principal: Assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas. He provides commentary on a weekly basis and works with the principal to make schedule adjustments as needed. The assistant principal also provides and supports common vision for PBIS and CHAMPS by enforcing protocol and policy.

ELA Coach: Assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.

Math Coach: Assists teachers with the interpretation of Florida Standards for Mathematics and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods, and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.

Guidance Counselor: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. He also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. He communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display. Maintains a current inventory of all technology related resources.

Math Interventionist: Provides Math interventions for students identified as performing in the Lowest 25% of either subject. She also assists the team with the design and implementation for progress monitoring, data collection, and data analysis for assigned students.

Reading Interventionist: Provides ELA interventions for students identified as performing in the Lowest 25% of either subject. He also assists the team with the design and implementation for progress monitoring, data collection, and data analysis for assigned students.

Media Specialist: Provides instructional support and resources to teachers, maintains an inventory of those resources including text books, library books, leveled readers, professional development materials, recommends additional resource acquisition based on data analysis during team meetings, delivers research and reference instruction to students. The media specialist also serves as a key member of the school's PBIS team and encourages reading and shows the connection between reading, academic achievement, and positive behavior. She serves students identified as falling within the bottom 25%-30%.

LEA: The ESE/LEA serves to support the instructional environment by ensuring compliance is met in all areas concerning exceptional education. Mr. Diaz and Mrs. Legg attend district meetings to stay abreast of current topics related to ESE education. They work closely with the staffing specialist to advocate for support staff to assist our student with their variety of needs. They also serve as a member of the leadership team by providing innovative and creative support for students PreK-5.

Dean: The dean serves as a shared instructional leader on the campus. She assists the principal and assistant principal by supporting teachers in the implementation of PBIS and CHAMPS. Her academic background is also used to support the learning environment. For the 2017-2018 school year, she will incorporate restorative justice practices as an alternative to school suspension.

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.

The team meets, with the guidance and direction of the Principal, monthly to review data, identify target, enrichment, and intensive students, discuss curriculum, review instructional strategies and resources. Refinements and adjustments to instruction and resource allocation are made as the review indicates. Resource inventory is maintained by the Media Specialist and Technology Specialist.

Title I, Part A funds school-wide services to Alta Vista Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, resources for parents, a Math Coach, a Reading Coach and Math Interventionist.

Title II Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Professional development resources are available to Title 1 schools through Title II funds. At Alta Vista these funds will be used to provide substitutes, or Special Activities Pay, to facilitate curriculum development.

Alta Vista Elementary coordinates with staff from the Mindful Schools Grant team to assist in the areas of attendance, behavior, and academic or curricular choices for students on many levels. Tier 1-Tier 3 supports are in place to meet the needs.

Alta Vista also collaborates with the ESOL department to ensure students are receiving adequate support in the classrooms. Training on providing accommodations, supports, interpretation of reports, and lesson plan implementation are topics discussed in ongoing PLCs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nikeshia Leatherwood	Principal
Mr. I Bango-Sanchez	Parent
Crystal Martinez	Education Support Employee
Karen Davis	Education Support Employee
Gloria Aguilar	Business/Community
Jennysel Rivera	Parent
Dora Andrade	Parent
Petra Frias	Parent
Karla Velasquez	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC met on 9-11-2016 to review the Alta Vista Elementary School Improvement Plan. A motion to approve the plan was put forward by Mr. Bango-Sanchez, all were in favor of approval. The first

meeting of the 2016-17 school year will be on 9-16-2016, the current School Improvement Plan will be reviewed at that meeting.

b. Development of this school improvement plan

The School Improvement Plan is developed by discussion with SAC of goals, strategies, and barriers related to 2016 FSA data. During the meeting, results of FSA will be submitted to SAC for review. The committee will be asked to share recommendations for the 2016-17 school year. The suggestions will be considered and a draft of the SIP will be presented to SAC for review and editing before the plan is submitted to the state. SAC continually helps to monitor the activities and progress of the current School Improvement Plan (SIP) SAC by meeting and reviewing progress monitoring data.

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

Funds from Title I will be used for needed professional development, school improvement needs, and other allowable purchases that will provide needed academic supports for students. Funds will be used to support the district's strategic plan in the identified priority areas (Student Achievement, Stakeholder Partnerships, Safe and Secure Environment, Staff Learning and Growth, and Support and Resources). This includes but not limited to lottery allocations and other funding sources. SAC votes on the spending of lottery funds during the first and subsequent meetings as needed.

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

Last year Alta Vista was awarded \$2,500 for additional support. Two teachers tutored students in 3rd grade with targeted interventions to support reading and math instruction.

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
Leatherwood, Nikeshia	Principal
Davis, Karen	Dean
Chapman, Rosemary	Instructional Media
Clark, Sophia	Instructional Coach
Gaymont, Stephen	Assistant Principal
Woodard, Herbert	Teacher, K-12
Huston, Blaze	Teacher, K-12

b. Duties

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

Individual members of the team meet weekly with the ELA Coach to ensure instructional needs and design are in compliance. Individual members also serve on the school based TLC team and meet

quarterly with district personnel. That information is brought back and shared at the school level to offer additional support. On an ongoing basis the team also works to review data, identify target, enrichment, and intensive students, discuss curriculum, review instructional strategies and refine/adjust as indicated.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

All grade levels have a common planning time and are encouraged to share ideas, lesson plans, and vet lessons for standards alignment, rigor of instruction, collaborative integration, and best practices. All coaches are also scheduled throughout the week to work with teachers on the use of the standards and curriculum development using the district guided coaching cycle. In addition to the daily planning time, each grade level also has a 30 minute, uninterrupted, planning time one day a week prior to the start of the school day.

Positive relationships are fostered by multiple events provided for staff including a beginning of the year breakfast, Thanksgiving Lunch, a get together prior to the Winter Break, and an end of the year lunch. Additionally a Staff Shout out board gives anyone at the school an opportunity to highlight their peer's positive actions or outstanding instructional strategies.

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

Alta Vista scheduling includes:

1. Teacher mentors are assigned to all first year teachers.
2. Professional Learning Communities
3. Common planning time for grade levels.
4. Book studies to build knowledge and academic success.
5. Vertical teaming to facilitate collaboration among grade levels
6. Treating all staff as professionals and valuable members within the school

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

Based on experience and field expertise the School Based Leadership Team and Academic Leadership Team (Principal, Assistant Principal, Math Coach, Reading Coach, Media Specialist, Teacher Leaders, and Guidance Counselor) assists both first year and struggling teachers with content knowledge, behavior, and professional development. Planned activities include help with curriculum development, classroom management, parent/teacher conferences, Pinnacle and progress monitoring with data collection. The school's mentoring team will work with first year teachers to develop effective instruction by providing coaching opportunities, observations in highly effective teachers classrooms, data chats, and other instructional strategies as needed.

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.

All instructional programs and materials have either been purchased by, or approved by, the Polk County School Board and were acquired specifically to align with LAFS and MAFS. Any additional support materials are vetted through Polk County's PURE Process and permission from district officials is secured before use.

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.

The 2016-2017 FSA and EOY data will be used to provide an intensive instructional model for the 2017-2018 school year. Additional summative and formative data will be gathered and analyzed to determine instructional needs and provide differentiation as needed throughout the year. Differentiated instruction, enrichment, and targeted intervention is incorporated within the school day by using analysis of performance data included, but not limited to FSA, EOY Assessments, Star Early Literacy, Istation, STAR Reading, and diagnostic assessments to place students into guided groups, tutorial instruction, intensive instruction, and accelerated learning. Tools used to analyze data will be incorporated through the use of the LSI Student Growth Tracker. New in 2017, Newsela will be used to give students additional opportunities to have exposure and interactions with nonfiction and informational text. This additional tool has a data component which gives us additional data to drive instruction.

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: Before School Program

Minutes added to school year: 1,440

Student Enrichment Seminar is a new program to Alta Vista for the 2016-2017 school year. Each week, the guidance counselor leads a seminar with each grade level before the start of the instructional day. This provides an additional time and opportunity for the teachers to meet as a grade level to collaborate, plan, and take care of school business within the school day.

Strategy Rationale

The rationale for this strategy is by providing additional time while teachers are already here, it increases morale without adding additional stress which leads to fatigue and burn out. At the same time, the students are receiving support related to character education, PBIS, CHAMPS, Anti-bullying, social-skills building, and other awareness topics which will in return lead to better performance in the classroom.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Leatherwood, Nikeshia, nikeshia.leatherwood@polk-fl.net

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

Discipline data from Genesis will be used to determine the effectiveness of this strategy.

Strategy: Extended School Day

Minutes added to school year: 10,380

Power Hour

Strategy Rationale

Students need additional reading instruction within the school day to meet higher levels of proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Leatherwood, Nikeshia, nikeshia.leatherwood@polk-fl.net

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

STAR Early Literacy and STAR Reading data will be monitored to ensure all subgroups of students are meeting expected targets and showing on-going progress as intended.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Alta Vista houses one Title 1 pre-school site and two ESE units. ESE Pre-K students are continuously progress monitored and work within each one of the Individual Educational Plans (IEP). All Preschool teachers complete a data analysis sheet, on each student, for administration to describe specific skills and knowledge as well as the ability to form meaningful relationships. Those with low readiness receive intensive intervention with Speech and Language program plus assistance from local programs such as Head Start. In April, Pre-K parents are encouraged to attend a Kindergarten Round-Up. Parents with their children are able to tour Kindergarten classrooms and meet teachers. Pre-K parents are also given an orientation to assist in the transition by going over state mandates, district expectations, and Next Generation Sunshine State Standards. Within the first 20 days of Kindergarten, students receive FLKRS, Star Early Literacy, and Pre/Post Assessments to measure academic and physical capabilities. After receiving data Pre-K and Kindergarten teachers meet to discuss strengths and weaknesses of the students. These results assist Pre-K teachers in a needs assessment of last year's outcomes. It also gives Kindergarten teachers a foundation of the student's academic knowledge. Funding for the Pre-K program comes entirely from the District budget. At the end of the school year fifth grade students and their families are encouraged to attend Open House events being held by surrounding middle schools. Middle school representatives come to Alta Vista to discuss expectations and registration procedures with students.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Reading Proficiency Levels at Alta Vista Elementary School are not increasing at a steady rate . The uploads show the data over a 3-year span. Though we are closing our proficiency gaps in Mathematics across subgroups and making gains in science, we need to build momentum and continue to grow in literacy achievement across grade levels. We are working to strengthen our core instruction in all areas in order to reach and maintain systemic growth. Teaching to the depth of the standards as intended is an area that we have been working on for the past two years. We are continuing to do this in order to increase literacy proficiency in all areas. Utilizing progress monitoring tools that are easy to use that offer immediate feedback is one way to assist our students in "real" time.

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" 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.

Limited English proficiency, sustained retention and acquisition of academic and content vocabulary, knowledge of the conceptual reasoning in content areas such as mathematics along with the ability to effectively and efficiently monitor standard mastery has been on-going concerns. Students need additional opportunities and exposure to rich vocabulary, opportunities to interact with content, and repetitive opportunities to increase in proficiency. Use of Mountain Math and Mountain ELA as an intervention have

demonstrated success in the following areas: long-term mastery of content, spaced repetition, review for retention, effective standards spiraling, distributed practice, and improving the memory in students. LSI offers a student growth tracker and has taken the standards and dissected them into smaller sections which will enable our teachers the opportunity to reflect upon the standards before teaching them and allow educators and instructional coaches to make better task-selections prior to teaching. By teaching to the standards (as intended) and ensuring all material are adequately aligned, we will have better opportunities for success and growth with our students.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The entire school staff will work collaboratively to build strong relationships with our students and families. High expectations for learning and positive behavior will be supported by all stakeholders.

- G2.** All subgroups of students at Alta Vista Elementary School will increase in literacy skills and apply those skills in all academic content areas.

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. The entire school staff will work collaboratively to build strong relationships with our students and families. High expectations for learning and positive behavior will be supported by all stakeholders. 1a

G098252

Targets Supported 1b

Indicator	Annual Target
5Es Score: Involved Families	250.0
Discipline incidents	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers and support staff need a universal language and set of expectations to implement and support a school-wide positive behavior support system.
- Families need to know how they can support their child(ren)'s academic achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Mindful Schools Support Staff and Funding
- Dean
- Assistant Principal
- Principal
- Hornet Store
- Guidance Counselor
- Title 1 Family Engagement Funds

Plan to Monitor Progress Toward G1. 8

Benchmarks of quality ratings will increase to 70% on all indicators.

Person Responsible

Nikeshia Leatherwood

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Benchmark of quality survey will display the results.

G2. All subgroups of students at Alta Vista Elementary School will increase in literacy skills and apply those skills in all academic content areas. **1a**

 G098253

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	60.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	55.0
Math Gains	55.0
Math Lowest 25% Gains	60.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal **3**

- Teachers' understanding of the expectations and rigor of LAFS, MAFS, and NGSSS for Science.
- Teachers' understanding of the standards, use of rubrics, and fidelity of implementation of all standards with fidelity (teachers new to the content area).
- Tier 2 and Tier 3 students need additional supports to reach academic proficiency.
- Acquisition and application of academic terms and content related vocabulary

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

-
- Coach and Interventionist Teachers
- Reading Wonders
- Go Math
- Computer Devices
- Istation
- Non Fiction Books in the Media Center
- Rosetta Stone during school day
- DrumBEAT
- Instructional Paraprofessionals
- Regional Science Coach
- Additional Support Personnel through Mindful Schools Grant
- Title I
- Regional Science Coach
- Additional Support Personnel through Mindful Schools Grant
- Title I
- Regional

Plan to Monitor Progress Toward G2. 8

Star Early Literacy, STAR Reading, Pre and Post assessment data, weekly assessments, and other formative assessments as related to grade level standards expectations.

Person Responsible

Nikeshia Leatherwood

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans, collaborative planning agendas, and assessment data will be evidence that teachers have engaged students in rigorous curriculum and instructional alignment with the standards as outlined in this goal.

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. The entire school staff will work collaboratively to build strong relationships with our students and families. High expectations for learning and positive behavior will be supported by all stakeholders. **1**

 **G098252**

G1.B1 Teachers and support staff need a universal language and set of expectations to implement and support a school-wide positive behavior support system. **2**

 **B264309**

G1.B1.S1 Alta Vista will continue its implementation of a school-wide PBIS plan and monitor it for its effectiveness. **4**

 **S279967**

Strategy Rationale

Having an effective school-wide PBIS program reduces the number of discipline referrals which leads to increased time on task within the instructional day.

Action Step 1 **5**

PBIS will be implemented and CHAMPS will support the PBIS program.

Person Responsible

Stephen Gaymont

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Monthly PBIS tracking forms, discipline data collected, and meeting notes will be evidence collected.

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

Monthly meetings will be conducted to determine the effectiveness of the program.

Person Responsible

Stephen Gaymont

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Monthly tracking forms, meeting agendas, and accurate records will be collected

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

Meet with Mindful Schools' Grant Coordinator to ensure program is thriving and reaching its goals.

Person Responsible

Nikeshia Leatherwood

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Acceptance as a model PBIS school will be achieved to show evidence of meeting expectations.

G1.B2 Families need to know how they can support their child(ren)'s academic achievement. **2**

 B264310

G1.B2.S1 Provide multiple opportunities for families to become engaged in their child(ren)'s academic progress. **4**

 S279968

Strategy Rationale

Student achievement increases and discipline issues are diminished when families are involved with the education process.

Action Step 1 **5**

Provide agendas for communication between home and school.

Person Responsible

Blaze Huston

Schedule

Daily, from 8/17/2017 to 5/25/2018

Evidence of Completion

Samples of utilized agenda pages

Action Step 2 **5**

Send home informative newsletters.

Person Responsible

Blaze Huston

Schedule

Monthly, from 8/28/2017 to 5/21/2018

Evidence of Completion

Copies of Monthly newsletter

Action Step 3 5

Provide Building Capacity events for families

Person Responsible

Schedule

Quarterly, from 9/14/2017 to 4/27/2018

Evidence of Completion

Agendas, Sign In Sheets, Surveys

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

Family attendance at Building Capacity events

Person Responsible

Blaze Huston

Schedule

Daily, from 8/18/2017 to 5/25/2018

Evidence of Completion

Sign in sheets and surveys

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

The attendance of Building Capacity Events will be monitored with an expectation that 10% or more of the enrolled students will be represented.

Person Responsible

Blaze Huston


Schedule

Weekly, from 8/28/2017 to 5/4/2018

Evidence of Completion

Agendas, sign in sheets, surveys

G2. All subgroups of students at Alta Vista Elementary School will increase in literacy skills and apply those skills in all academic content areas. **1**

 G098253

G2.B1 Teachers' understanding of the expectations and rigor of LAFS, MAFS, and NGSSS for Science. **2**

 B264311

G2.B1.S1 Collaborative planning with school-based and district coaches will take place to ensure teachers understand the expectations and rigor of the Florida Standards as related to LAFS, MAFS, and Next Generation Sunshine State Standards for Science. Task alignment and appropriate assessments will be part of the ongoing discussion. **4**

 S279969

Strategy Rationale

Alignment among the taught and assessed curriculum is necessary to assist teachers with their understanding, application, and analysis of the rigorous expectations set in LAFS, MAFS, and NGSSS for Science. When all components of curriculum are aligned, there will be an increase in student achievement.

Action Step 1 **5**

Lesson Planning and Lesson Vetting on structure, development, components, and expectations of the LAFS, MAFS, and NGSSS. Use of LSI Student Growth Tracker will be implemented in fall of 2017. Professional Development will be offered once approved.

Person Responsible

Nikeshia Leatherwood

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Understanding of LAFS, MAFS, and NGSSS will be evident in lesson plans and implementation of strategies will be documented through classroom observations of instruction by administration.

Action Step 2 5

Professional Development and lesson support on understanding task alignments to the Florida Standards for English Language Arts will be supported by the assigned regional reading coach. Mountain ELA will be used as an intervention to help students attain mastery of standards-based content.

Person Responsible

Nikeshia Leatherwood

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Aligned task will be evident in lesson plans, observations, and student product.

Action Step 3 5

Professional Development and lesson support on understanding task alignments to the Next Generation Sunshine State Standards for science will be supported by the assigned regional science coach. Using the 5-Model for science, Gizmos (online simulations) will be integrated to efficiently demonstrate scientific processes that students would not otherwise have opportunities to observe or interact with.

Person Responsible

Stephen Gaymont

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Aligned tasks will be evident in lesson plans and observation of student product.

Action Step 4 5

Professional Development and lesson support on understanding task alignments to the Florida Standards for Mathematics will be supported by the assigned regional math coach. Mountain Math will be used as an intervention to help students attain mastery of standards-based content.

Person Responsible

Sandra Gamez

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Aligned task will be evident in lesson plans and observations of student product.

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

Lesson vetting, monitoring the implementation of standard-aligned tasks, and the coaching cycle will take place on an on-going cycle. Coaching of standards in and out of the classroom with the school-based ELA Coach (Sophia Clark) and Math Coach (Sandra Gamez), and Regional Science Coach (La-Chaz Harris). Additional support will be offered to support ELA and Mathematics by the district assigned ELA Coach (Lorayne Thompson) and district assigned Math Coach (Kerri Foster).

Person Responsible

Nikeshia Leatherwood

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans, student learning maps, assessment and observation data.

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

The principal and leadership team use progress monitoring techniques related to teacher and student data including, but not limited to Star Early Literacy, STAR Reading, Istation, FSA Results, Pre/Post Assessments, and other formative assessments based on standards to increase academic achievement.

Person Responsible

Nikeshia Leatherwood


Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Coaching logs, data analysis of student and teacher progress.

G2.B2 Teachers' understanding of the standards, use of rubrics, and fidelity of implementation of all standards with fidelity (teachers new to the content area). **2**

 B264312

G2.B2.S1 Teachers needed deeper understanding of the FSA format, use of rubrics, and scoring of the Florida Standards Assessment. Teachers also need support teaching the NGSSS for Science to the full intent of the standards. **4**

 S279970

Strategy Rationale

Teachers need more support to increase their ability and build confidence within themselves to ensure taught curriculum mirrors the rigor of the assessed curriculum as well as evaluate and grade student product according to state guidelines and expectations.

Action Step 1 **5**

Understanding of the Test Item Specifications of FSA and SSA (NGSSS) as described by the FLDOE.

Person Responsible

Nikeshia Leatherwood

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

School Assessments for Progress Monitoring, Classroom assessments aligned to new test items specs.

Action Step 2 **5**

Reviewing test item specs with grade levels as correlated to their created or given assessments.

Person Responsible

Nikeshia Leatherwood

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Time and effort logs

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

Administration will monitor all assessments and data to check for use of multiple item types, use of rubrics and scoring as defined by the item specifications for the FSA.

Person Responsible

Nikeshia Leatherwood

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence collected will be the formative and summative assessments used, data that supports the understanding of that assessment, and lesson plans to ensure assessment is aligned to support the intent of the standards.

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

Monitoring of rubrics used in alignment with state expectations on writing and throughout each content area as observed through work samples posted on Student Learning Maps and work samples sent in for feedback through the coach and interventionist.

Person Responsible

Nikeshia Leatherwood

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence of teacher correct use or rubrics and/or assessments will be monitored through student work samples.

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

The effectiveness of the professional development will be monitored through data collection of student growth.

Person Responsible

Nikeshia Leatherwood

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence collected will be monitored through data chats, data collection of student work samples, and charts of student progress in Pinnacle.

G2.B3 Tier 2 and Tier 3 students need additional supports to reach academic proficiency. 2

 B264313

G2.B3.S1 Utilize all available staff to provide targeted small group instruction for Tier 2 and Tier 3 students in Reading, Math, and Science students in grades K-5 within the instructional day. 4

 S279971

Strategy Rationale

Students with academic deficiencies benefit from additional instructional time in a small group setting,

Action Step 1 5

The Master Schedule has been carefully designed to allow every class, in grades K-5, to have Interventionists and Paraprofessionals facilitating daily targeted small group instruction for Tier 2 and Tier 3 Reading and Math students.

Person Responsible

Nikeshia Leatherwood

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Daily Instructional Support Logs signed by the provider and teacher.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The assistant principal will monitor all instructional logs on a weekly basis and provide timely feedback to ensure rigor, fidelity of implementation, and targeted academic skills are being reinforced.

Person Responsible

Stephen Gaymont

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

The Instructional Support Log Template has been uploaded and completed logs, with feedback will be periodically added throughout the year.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Weekly assessments, district assessments, and progress monitoring data will be reviewed to monitor the effectiveness of this strategy.

Person Responsible

Nikeshia Leatherwood

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student work samples, teacher anecdotal records, grades, and other data related to the demonstration of student achievement and mastery of standards will be collected and used as exemplar text, mentor text, or growth opportunities.

G2.B4 Acquisition and application of academic terms and content related vocabulary **2**

 B264314

G2.B4.S1 Vocabulary will be taught in context in all subject areas. Pictures will also be used as well as other researched based strategies to teach vocabulary. **4**

 S279972

Strategy Rationale

Students learn in many ways. ESOL and SWD need additional strategies that offer concrete opportunities to learn and apply vocabulary within the context its learned.

Action Step 1 **5**

Appropriate Vocabulary cards will be provided for math and science content terms. ELA vocabulary will come from teacher resources and other creative means.

Person Responsible









Stephen Gaymont

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B4.S1.A1 A377441	Appropriate Vocabulary cards will be provided for math and science content terms. ELA vocabulary...	Gaymont, Stephen	8/14/2017		No End Date one-time
G1.B2.S1.A3 A377433	Provide Building Capacity events for families		9/14/2017	Agendas, Sign In Sheets, Surveys	4/27/2018 quarterly
G1.B2.S1.MA1 M408513	The attendance of Building Capacity Events will be monitored with an expectation that 10% or more...	Huston, Blaze	8/28/2017	Agendas, sign in sheets, surveys	5/4/2018 weekly
G1.B2.S1.A2 A377432	Send home informative newsletters.	Huston, Blaze	8/28/2017	Copies of Monthly newsletter	5/21/2018 monthly
G1.MA1 M408515	Benchmarks of quality ratings will increase to 70% on all indicators.	Leatherwood, Nikesia	8/10/2017	Benchmark of quality survey will display the results.	5/25/2018 semiannually
G2.MA1 M408523	Star Early Literacy, STAR Reading, Pre and Post assessment data, weekly assessments, and other...	Leatherwood, Nikesia	8/14/2017	Lesson plans, collaborative planning agendas, and assessment data will be evidence that teachers have engaged students in rigorous curriculum and instructional alignment with the standards as outlined in this goal.	5/25/2018 monthly
G1.B1.S1.MA1 M408511	Meet with Mindful Schools' Grant Coordinator to ensure program is thriving and reaching its goals.	Leatherwood, Nikesia	8/14/2017	Acceptance as a model PBIS school will be achieved to show evidence of meeting expectations.	5/25/2018 quarterly
G1.B1.S1.MA1 M408512	Monthly meetings will be conducted to determine the effectiveness of the program.	Gaymont, Stephen	8/14/2017	Monthly tracking forms, meeting agendas, and accurate records will be collected	5/25/2018 monthly
G1.B1.S1.A1 A377430	PBIS will be implemented and CHAMPS will support the PBIS program.	Gaymont, Stephen	8/10/2017	Monthly PBIS tracking forms, discipline data collected, and meeting notes will be evidence collected.	5/25/2018 monthly
G1.B2.S1.MA1 M408514	Family attendance at Building Capacity events	Huston, Blaze	8/18/2017	Sign in sheets and surveys	5/25/2018 daily
G1.B2.S1.A1 A377431	Provide agendas for communication between home and school.	Huston, Blaze	8/17/2017	Samples of utilized agenda pages	5/25/2018 daily
G2.B1.S1.MA1 M408516	The principal and leadership team use progress monitoring techniques related to teacher and...	Leatherwood, Nikesia	8/14/2017	Coaching logs, data analysis of student and teacher progress.	5/25/2018 monthly
G2.B1.S1.MA1 M408517	Lesson vetting, monitoring the implementation of standard-aligned tasks, and the coaching cycle...	Leatherwood, Nikesia	8/14/2017	Lesson plans, student learning maps, assessment and observation data.	5/25/2018 daily
G2.B1.S1.A1 A377434	Lesson Planning and Lesson Vetting on structure, development, components, and expectations of the...	Leatherwood, Nikesia	8/14/2017	Understanding of LAFS, MAFS, and NGSSS will be evident in lesson plans and implementation of strategies will be documented through classroom observations of instruction by administration.	5/25/2018 weekly
G2.B1.S1.A2 A377435	Professional Development and lesson support on understanding task alignments to the Florida...	Leatherwood, Nikesia	8/14/2017	Aligned task will be evident in lesson plans, observations, and student product.	5/25/2018 weekly
G2.B1.S1.A3 A377436	Professional Development and lesson support on understanding task alignments to the Next Generation...	Gaymont, Stephen	8/14/2017	Aligned tasks will be evident in lesson plans and observation of student product.	5/25/2018 biweekly
G2.B1.S1.A4 A377437	Professional Development and lesson support on understanding task alignments to the Florida...	Gamez, Sandra	8/14/2017	Aligned task will be evident in lesson plans and observations of student product.	5/25/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1  M408518	The effectiveness of the professional development will be monitored through data collection of...	Leatherwood, Nikeshia	8/14/2017	Evidence collected will be monitored through data chats, data collection of student work samples, and charts of student progress in Pinnacle.	5/25/2018 monthly
G2.B2.S1.MA1  M408519	Administration will monitor all assessments and data to check for use of multiple item types, use...	Leatherwood, Nikeshia	8/14/2017	Evidence collected will be the formative and summative assessments used, data that supports the understanding of that assessment, and lesson plans to ensure assessment is aligned to support the intent of the standards.	5/25/2018 biweekly
G2.B2.S1.MA2  M408520	Monitoring of rubrics used in alignment with state expectations on writing and throughout each...	Leatherwood, Nikeshia	8/14/2017	Evidence of teacher correct use or rubrics and/or assessments will be monitored through student work samples.	5/25/2018 biweekly
G2.B2.S1.A1  A377438	Understanding of the Test Item Specifications of FSA and SSA (NGSSS) as described by the FLDOE.	Leatherwood, Nikeshia	8/14/2017	School Assessments for Progress Monitoring, Classroom assessments aligned to new test items specs.	5/25/2018 monthly
G2.B2.S1.A2  A377439	Reviewing test item specs with grade levels as correlated to their created or given assessments.	Leatherwood, Nikeshia	8/14/2017	Time and effort logs	5/25/2018 monthly
G2.B3.S1.MA1  M408521	Weekly assessments, district assessments, and progress monitoring data will be reviewed to monitor...	Leatherwood, Nikeshia	8/14/2017	Student work samples, teacher anecdotal records, grades, and other data related to the demonstration of student achievement and mastery of standards will be collected and used as exemplar text, mentor text, or growth opportunities.	5/25/2018 weekly
G2.B3.S1.MA1  M408522	The assistant principal will monitor all instructional logs on a weekly basis and provide timely...	Gaymont, Stephen	8/14/2017	The Instructional Support Log Template has been uploaded and completed logs, with feedback will be periodically added throughout the year.	5/25/2018 weekly
G2.B3.S1.A1  A377440	The Master Schedule has been carefully designed to allow every class, in grades K-5, to have...	Leatherwood, Nikeshia	8/14/2017	Daily Instructional Support Logs signed by the provider and teacher.	5/25/2018 daily

V. Professional Development Opportunities

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

G2. All subgroups of students at Alta Vista Elementary School will increase in literacy skills and apply those skills in all academic content areas.

G2.B1 Teachers' understanding of the expectations and rigor of LAFS, MAFS, and NGSSS for Science.

G2.B1.S1 Collaborative planning with school-based and district coaches will take place to ensure teachers understand the expectations and rigor of the Florida Standards as related to LAFS, MAFS, and Next Generation Sunshine State Standards for Science. Task alignment and appropriate assessments will be part of the ongoing discussion.

PD Opportunity 1

Lesson Planning and Lesson Vetting on structure, development, components, and expectations of the LAFS, MAFS, and NGSSS. Use of LSI Student Growth Tracker will be implemented in fall of 2017. Professional Development will be offered once approved.

Facilitator

Principal, Assistant Principal and Academic Coaches

Participants

All Teachers (including Specials, ESE, and Resource)

Schedule

Weekly, from 8/14/2017 to 5/25/2018

PD Opportunity 2

Professional Development and lesson support on understanding task alignments to the Florida Standards for English Language Arts will be supported by the assigned regional reading coach. Mountain ELA will be used as an intervention to help students attain mastery of standards-based content.

Facilitator

Principal and Coach

Participants

All Teachers (including Specials, ESE, and Resource) with additional training provided to Para Professionals

Schedule

Weekly, from 8/14/2017 to 5/25/2018

PD Opportunity 3

Professional Development and lesson support on understanding task alignments to the Florida Standards for Mathematics will be supported by the assigned regional math coach. Mountain Math will be used as an intervention to help students attain mastery of standards-based content.

Facilitator

Principal, Coach, District Reading Coach

Participants

All Teachers (including Specials, ESE, and Resource) with additional training provided to Para Professionals

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

G2.B2 Teachers' understanding of the standards, use of rubrics, and fidelity of implementation of all standards with fidelity (teachers new to the content area).

G2.B2.S1 Teachers needed deeper understanding of the FSA format, use of rubrics, and scoring of the Florida Standards Assessment. Teachers also need support teaching the NGSSS for Science to the full intent of the standards.

PD Opportunity 1

Understanding of the Test Item Specifications of FSA and SSA (NGSSS) as described by the FLDOE.

Facilitator

Principal, School-Based Academic Coaches and District Personnel

Participants

All Teachers (including Specials, ESE, and Resource) with additional training provided to Para Professionals

Schedule

Monthly, from 8/14/2017 to 5/25/2018

PD Opportunity 2

Reviewing test item specs with grade levels as correlated to their created or given assessments.

Facilitator

Principal, Coach and Interventionist

Participants

All Teachers (including Specials, ESE, and Resource) with additional training provided to Para Professionals

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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	PBIS will be implemented and CHAMPS will support the PBIS program.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0331 - Alta Vista Elementary School	Other Federal		\$4,000.00
Notes: Mindful Schools student incentives.						
2	G1.B2.S1.A1	Provide agendas for communication between home and school.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	500-Materials and Supplies	0331 - Alta Vista Elementary School	Title, I Part A		\$5,000.00
Notes: Student Agendas						
3	G1.B2.S1.A2	Send home informative newsletters.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	500-Materials and Supplies	0331 - Alta Vista Elementary School	Title, I Part A		\$2,500.00
Notes: Estimated cost of copy paper and toner						
4	G1.B2.S1.A3	Provide Building Capacity events for families				\$5,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	100-Salaries	0331 - Alta Vista Elementary School	Title, I Part A		\$4,500.00
Notes: Paid conference night						
	6150	500-Materials and Supplies	0331 - Alta Vista Elementary School	Title, I Part A		\$1,250.00
Notes: Supplies for Academic workshops						
5	G2.B1.S1.A1	Lesson Planning and Lesson Vetting on structure, development, components, and expectations of the LAFS, MAFS, and NGSSS. Use of LSI Student Growth Tracker will be implemented in fall of 2017. Professional Development will be offered once approved.				\$132,637.18
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0331 - Alta Vista Elementary School	Title I, Part A		\$126,000.00
Notes: Math Coach and Reading Coach						

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	5100	690-Computer Software	0331 - Alta Vista Elementary School	Title, I Part A		\$6,637.18
			<i>Notes: LSI Student Growth Tracker Subscription and Professional Development.</i>			
6	G2.B1.S1.A2	Professional Development and lesson support on understanding task alignments to the Florida Standards for English Language Arts will be supported by the assigned regional reading coach. Mountain ELA will be used as an intervention to help students attain mastery of standards-based content.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0331 - Alta Vista Elementary School			\$0.00
			<i>Notes: Math Coach and Reading Coach</i>			
			0331 - Alta Vista Elementary School			\$0.00
			<i>Notes: Interventionist</i>			
7	G2.B1.S1.A3	Professional Development and lesson support on understanding task alignments to the Next Generation Sunshine State Standards for science will be supported by the assigned regional science coach. Using the 5-Model for science, Gizmos (online simulations) will be integrated to efficiently demonstrate scientific processes that students would not otherwise have opportunities to observe or interact with.				\$0.00
8	G2.B1.S1.A4	Professional Development and lesson support on understanding task alignments to the Florida Standards for Mathematics will be supported by the assigned regional math coach. Mountain Math will be used as an intervention to help students attain mastery of standards-based content.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0331 - Alta Vista Elementary School			\$0.00
			<i>Notes: Math Coach and Reading Coach</i>			
			0331 - Alta Vista Elementary School			\$0.00
			<i>Notes: Interventionist</i>			
9	G2.B2.S1.A1	Understanding of the Test Item Specifications of FSA and SSA (NGSSS) as described by the FLDOE.				\$0.00
10	G2.B2.S1.A2	Reviewing test item specs with grade levels as correlated to their created or given assessments.				\$0.00
11	G2.B3.S1.A1	The Master Schedule has been carefully designed to allow every class, in grades K-5, to have Interventionists and Paraprofessionals facilitating daily targeted small group instruction for Tier 2 and Tier 3 Reading and Math students.				\$176,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0331 - Alta Vista Elementary School	Title I, Part A		\$164,000.00

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			Notes: Math Interventionist, Reading Interventionist,			
	5100	500-Materials and Supplies	0331 - Alta Vista Elementary School	Title, I Part A		\$7,750.00
			Notes: Newsela Site License, Gizmos, Mountain Math/ELA,			
	5100	100-Salaries	0331 - Alta Vista Elementary School	Title, I Part A		\$4,450.00
			Notes: Tutoring After school			
12	G2.B4.S1.A1	Appropriate Vocabulary cards will be provided for math and science content terms. ELA vocabulary will come from teacher resources and other creative means.				\$0.00
					Total:	\$326,087.18