

Sarasota County Schools

Alta Vista Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	C	A*

School Board Approval

This plan was approved by the Sarasota County School Board on 11/20/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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.

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.

School Leadership Team

Membership

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

Name	Title
Shirley, Barbara	Principal
McWilliams, Kelly	Assistant Principal
Rannigan, Barbara	Instructional Coach
Wilson, Beth	Instructional Coach
Busenburg, Laura	Instructional Coach
Gammara, Tiffany	Teacher, K-12
Mamros, Jessica	Teacher, K-12
Carpenter, Michelle	Teacher, K-12
Piper, Faith	Teacher, K-12
Schiding, Krystine	Teacher, ESE
Francis, Tene	School Counselor
Triggs, Kristal	Other

Duties

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: Dr. Barbara Shirley, Kellyann McWilliams, Barb Rannigan, Beth Wilson, Laura Busenburg, Krystine Schiding, Jessica Mamros, Michelle Carpenter, Tene Francis, Krystal Triggs and Tiffany Gammara. The leadership of Principal, Dr. Barbara Shirley and Assistant Principal, Kellyann McWilliams, at Alta Vista have focused on guiding the school's effort in supporting effective instructional practices and learning aligned to state standards 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: Jessica Mamros, Michelle Carpenter, Beth Wilson, Laura Busenburg, and Tiffany Gammara serve as grade level team leaders and collaborate with teams to build problem solving at all levels. Tene Francis, Guidance Counselor, Krys Schiding, ESE Liaison, and Kristal Triggs, Behavior Specialist collaborate with staff on a weekly basis. Lynn Morang and Jim Camelo, Home School Liaisons, Shandrea Woodall, Mental Health Counselor, and Mary Tucker, Career Navigator 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.

Early Warning Systems

Year 2017-18

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	17	7	9	13	8	17	0	0	0	0	0	0	0	71
One or more suspensions	3	7	6	7	4	4	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	7	2	7	3	3	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	20	18	15	0	0	0	0	0	0	0	53

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	3	2	1	8	2	4	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	1	3	0	0	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	6	3	0	4	0	0	0	0	0	0	0	0	0	13

Date this data was collected

Saturday 9/29/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest data component of SY2018 was the percent learning gains for ESE students on the ELA FSA. This has been the lowest data point for the past three years.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from SY2017 to SY2018 was Learning Gains of students in the lowest quartile on the Mathematics FSA.

Which data component had the biggest gap when compared to the state average?

Alta Vista's overall Math proficiency was 11 percent greater than the state average.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was percent proficient, 45% to 60%, on the Grade 5 NGSSS Science Assessment.

Describe the actions or changes that led to the improvement in this area.

Alta Vista provided school-wide professional development in unpacking science standards, understanding Fair Game standards/questions, identifying content limits and the importance of hands on science labs and inquiries.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	66%	56%	60%	65%	52%
ELA Learning Gains	56%	57%	55%	45%	54%	52%
ELA Lowest 25th Percentile	43%	46%	48%	31%	49%	46%
Math Achievement	72%	72%	62%	69%	70%	58%
Math Learning Gains	61%	63%	59%	53%	66%	58%
Math Lowest 25th Percentile	51%	51%	47%	40%	50%	46%
Science Achievement	60%	66%	55%	58%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (31)	7 (31)	9 (26)	13 (20)	8 (14)	17 (25)	71 (147)
One or more suspensions	3 (7)	7 (5)	6 (0)	7 (1)	4 (4)	4 (3)	31 (20)
Course failure in ELA or Math	0 (11)	7 (2)	2 (2)	7 (4)	3 (4)	3 (2)	22 (25)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (11)	18 (26)	15 (10)	53 (47)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	68%	-13%	57%	-2%
	2017	55%	71%	-16%	58%	-3%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	65%	67%	-2%	56%	9%
	2017	66%	69%	-3%	56%	10%
Same Grade Comparison		-1%				
Cohort Comparison		10%				
05	2018	63%	66%	-3%	55%	8%
	2017	48%	66%	-18%	53%	-5%
Same Grade Comparison		15%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	72%	-4%	62%	6%
	2017	70%	71%	-1%	62%	8%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	69%	71%	-2%	62%	7%
	2017	71%	73%	-2%	64%	7%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				
05	2018	73%	72%	1%	61%	12%
	2017	67%	70%	-3%	57%	10%
Same Grade Comparison		6%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	57%	67%	-10%	55%	2%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	39	30	41	59	48	13				
ELL	53	53	41	68	66	71	55				
BLK	54	65	46	68	63	60	39				
HSP	62	46	36	72	63	56	65				
MUL	70			50							
WHT	66	68		78	57		68				
FRL	61	55	43	72	62	51	60				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	30	35	34	42	60	57	3				
ELL	42	50	69	73	77	71	20				
BLK	54	59	55	68	76	59	31				
HSP	53	58	65	72	78	67	43				
WHT	70	63		76	84		67				
FRL	56	58	58	71	77	67	43				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	The lowest 25% of students will make learning gains on FSA English Language Arts.
Rationale	School leadership team and teachers met and analyzed ELA data and identified 45 students who performed in lowest 25% on FSA.
Intended Outcome	By the year 2019, there will be a minimum of four percentage point increase, from 43% to 47%, in the number of students demonstrating a learning gain in the lowest quartile for English Language Arts.
Point Person	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Action Step	
Description	<p>During individual teacher data chats with administrators and instructional coaches, students performing in the lowest 25% of each class will be identified based on i-Ready data and FSA. This information will be disaggregated by evaluating student reports regarding time on task, proficiency levels, domain levels, and annual growth measures such as typical levels and stretch growth targets. During data chats, an instructional plan will be developed to implement strategies that address individual learning needs and tactics for student and teacher goal setting. Instructional Coaches will have specific roles in supporting teachers and students in the instructional plan. The principal will be responsible for classroom walkthroughs, observations and coaching teachers and students to support learning gains. All students in grade 1 are assessed by Reading Recovery teachers and based on eligibility criteria, specific students are identified for individualized reading recovery services. In grades 4 and 5, teachers will complete a group profile that evaluates each student's FSA performance and the learning gains needed to increase achievement levels. Student monitoring procedures and goals will be established with teachers, who will set goals with students and monitor their progress. In addition, students identified in the lowest quartile for ELA will participate in on-going small group instruction with both their classroom teacher and an intervention teacher three to five times each week. All teachers will create flexible skill-based reading groups driven by achievement, i-Ready progress monitoring and item analysis of common assessments. All students in grades K-3 will receive instruction using Words Their Way Program to increase vocabulary and language. Students in grades 2-5 will receive ELA instruction using the Ready LAFS program. Additional Instruction in grades K-5 will focus on i-Ready and FSA deficit areas using ELA resources identified in the i-Ready Toolbox, Instructional Focus Guide, and strategies identified during PLC Meetings. Students in the lowest quartile will work with adult volunteers in the Eagle's Nest Volunteer Center to strengthen deficit areas. Teachers will provide volunteers with resources so their work is focused on identified deficit areas. Volunteers will receive ELA training so they are equipped with strategies and tools. The lowest quartile students in grades 2 through 5 will be invited to participate in the 21st Century After-school Tutorial Program, which provides additional instruction in ELA. During weekly PLC's, team members will discuss and evaluate individual student progress through an item analysis of progress monitoring data. Explicit differentiated instructional strategies and individualized interventions will be developed to meet individual student learning needs. Collaboration of support services and teachers will focus on lowest quartile students. All Instructional staff will participate in on-going professional development with John Hattie's Visible Learning, John Saphier's High Expectations Teaching, and collective efficacy as well as instructional strategies aligned with the demographics of Alta Vista Elementary.</p>
Person Responsible	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Plan to Monitor Effectiveness	

Description	<p>During individual teacher data chats with administrators and instructional coaches, students performing in the lowest 25% of each class, along with lowest 25% ESE and ESOL students and “bubble” students will be identified based on i-Ready data and FSA. High achieving students will also be identified so they will continually be challenged to increase their reading achievement levels. This information will be disaggregated by evaluating student reports regarding time on task, proficiency levels, domain levels, and annual growth measures such as typical levels and stretch growth targets. During data chats, an instructional plan will be developed to implement strategies that address individual learning needs and learning goals for all students. Instructional Coaches will have specific roles in supporting teachers and students in the instructional plan. During classroom walkthroughs and observations, the principal will coach teachers and students to provide support for learning gains. All students in grade 1 are assessed by Reading Recovery teachers and based on eligibility criteria, specific students are identified for individualized reading recovery services. This reading program will provide prescriptive intensive reading instruction for struggling readers. High Performing students in grades 1 -5, will be placed in advanced work classes with curriculum and instruction that challenges them to increase achievement levels. In grades 4 and 5, teachers will complete a group profile that evaluates each student’s FSA performance and the learning gains needed to increase achievement levels. Student monitoring procedures and goals will be established with teachers, who will set goals with students and monitor their progress. In addition, students identified in the lowest quartile for ELA will participate in on-going small group instruction with both their classroom teacher and an intervention teacher. All teachers will create flexible skill-based reading groups driven by achievement, i-Ready progress monitoring and item analysis of common assessments. All students in grades K-3 will receive instruction using Words Their Way Program to increase vocabulary and language. Students in grades 2-5 will receive ELA instruction using the Ready LAFS program. Additional instruction in grades K-5 will focus on i-Ready and FSA deficit areas using ELA resources identified in the i-Ready Toolbox, Instructional Focus Guide, and strategies identified during PLC Meetings. Students in the lowest quartile will work with adult volunteers in the Eagle's Nest Volunteer Center to strengthen deficit areas. Teachers will provide volunteers with resources so their work is focused on identified deficit areas. Volunteers will receive ELA training so they are equipped with strategies and tools. Identified students in grades 2 through 5 will be invited to participate in the 21st Century After-school Tutorial Program, which provides additional instruction in ELA. During weekly PLC’s, team members will discuss and evaluate individual student progress through an item analysis of progress monitoring data. Explicit differentiated instructional strategies and individualized interventions will be developed to meet individual student learning needs. Collaboration of support services and teachers will focus on lowest quartile students, ESE /ESOL students, “bubble” students, and high achieving students. All Instructional staff will participate in on-going professional development with John Hattie's Visible Learning, John Saphier's High Expectations Teaching, and collective efficacy as well as instructional strategies aligned with the demographics of Alta Vista Elementary.</p>
Person Responsible	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Activity #2	
Title	Students identified as ESE will make learning gains on FSA-ELA.
Rationale	School leadership team and teachers analyzed ELA data and identified deficit areas for each of the 40 identified ESE students.
Intended Outcome	By the year 2019, there will be a minimum of four percentage point increase, from 39% to 43%, in the number of ESE students demonstrating a learning gain on FSA-ELA.
Point Person	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Action Step	
Description	<p>During individual teacher data chats with administrators and instructional coaches, all ESE students will be identified based on i-Ready and FSA data. The ESE student data in the lowest 25% in each class will be analyzed and instructional strategies will be implemented to address their learning deficits. Data from i-Ready and FSA will be disaggregated and student reports will be evaluated based on time on task, proficiency levels, domain levels, and annual growth measures such as typical levels and stretch growth targets. Instructional plans will be developed based on IEP goals and learning deficits. Learning strategies will be differentiated based on individual learning needs, IEP goals, and i-Ready student and teacher goals. The ESE Liaison and Instructional Coaches will meet with ESE teachers on a regular basis to identify student learning deficits, support instructional practices, ensure accommodations are implemented, and review instructional plan for ESE students. The principal will complete classroom walkthroughs, observations and coach teachers and ESE students in reaching goals and supporting learning gains. Fourth and fifth teachers and ESE teachers will complete a group profile that evaluates ESE students' FSA performance and the learning gains needed to increase their achievement levels. Progress monitoring procedures and goals will be established with teachers, who will set goals with ESE students. Both students and teachers will monitor their progress. ESE students identified in the lowest quartile for ELA will receive ELA services within their general education classes and in on-going small group instruction with both their classroom teacher and ESE teacher. Teachers will coordinate their services and instruction during collaborative meetings to ensure they are each aligned with IEP goals and learning deficits. Both general education teachers and ESE teachers will create skill-based reading groups driven by formative and summative assessments. These include weekly achievement tests and i-Ready progress monitoring and item analysis of common assessments. All ESE students in grades K-3 will receive instruction using Words Their Way Program to increase their understanding vocabulary and language. ESE students in grades 2-5 will receive ELA instruction using the Ready LAFS program by both the general education and ESE teacher. Additional instruction in grades K-5 will focus on i-Ready and FSA deficit areas using ELA resources identified in i-Ready Toolbox, Instructional Focus Guide, and IEP goals and strategies identified during ESE meetings. ESE students in the lowest quartile will work with adult volunteers in the Eagle's Nest Volunteer Center to strengthen deficit areas. Teachers will provide volunteers with resources so their work is strategic and focused on identified deficit areas. Volunteers will receive ELA and ESE training so they are equipped with strategies and tools. The lowest quartile ESE students in grades 2 through 5 will be invited to participate in the 21st Century After-school Tutorial Program, which provides additional instruction in ELA. During weekly PLC's, team members will discuss and evaluate individual student progress through an item analysis of progress monitoring data. Explicit differentiated instructional strategies and individualized interventions will be developed to meet individual ESE student learning needs. Collaboration of support services and teachers will focus on lowest quartile ESE students. All Instructional staff will participate in on-going professional development with John Hattie's Visible Learning, John Saphier's</p>

High Expectations Teaching, and collective efficacy as well as instructional strategies aligned with the demographics of Alta Vista Elementary. ESE teachers will receive specialized training by school and district staff in providing instructional services and strategies to ESE students.

Person Responsible Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

The ESE instructional plan developed during data chats will be actively monitored to ensure strategies address individual learning needs of ESE students and learning gains are being achieved based on goals set by ESE students and teachers. Instructional Coaches will consistently monitor ESE student progress when working individually with general education and ESE teachers during PLC meetings. There will be an ongoing evaluation of the ESE instructional plan and modification will be made to ensure ESE students and teachers are making learning gains in meeting achievement goals. Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual ESE student learning needs. After classroom walkthroughs and observations, the principal will coach general education and ESE teachers and ESE students to ensure appropriate strategies are being implemented and progress is being made towards learning gains. ESE student learning gains on AP2 will be evaluated by fourth and fifth grade teachers. They will identify strategies that align with growth measures as indicated on the FSA/i-Ready group profile. Student monitoring procedures and goals will be reviewed with teachers who will revise goals with measurable progress monitoring steps with ESE students. Evidence of Visible Learning and High Impact Strategies will be monitored during classroom instruction and student learning. Progress monitoring will take place during weekly PLC meetings and individual coaching sessions with teachers. This will include an evaluation of weekly i-Ready time on task and proficiency levels, achievement of domains, student progress towards goals, MTSS interventions, and data chats with administration and instructional coaches. On-going analysis of specialized differentiated instruction by teacher and learning progress of lowest 25% ESE students will be monitored on a bi-weekly basis. ESE teachers will meet with coaches on a weekly basis to monitor their ESE students' progress and adjust instruction as needed. ESE model of specialized services that address and meet individual learning needs and IEP's of ESE students will be evaluated and monitored on an ongoing basis.

Person Responsible Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Activity #3	
Title	Students identified as ESOL will make learning gains on FSA-ELA.
Rationale	School leadership team and teachers analyzed ELA data and identified deficit areas for each of the 33 identified ESOL students.
Intended Outcome	By the year 2019, there will be a minimum of four percentage point increase, from 47% to 52%, in the number of ESOL students demonstrating a learning gain on FSA-ELA.
Point Person	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Action Step	
Description	Instructional staff will participate in on-going professional development in the area of John Hattie's Visible Learning, John Saphier's High Expectations Teaching, collective efficacy as well as specialized instructional strategies aligned with ESOL demographics of Alta Vista Elementary. Classroom teachers monitor and implement identified ESOL strategies to support student growth and success. In addition, students identified as ESOL will receive on-going differentiated small group instruction and iii with classroom and ESOL paraprofessionals. All staff will participate in weekly PLCs to discuss and evaluate individual ESOL student progress through an item analysis of progress monitoring data in order to develop explicit ESOL instructional strategies and interventions to differentiate instruction to meet individual student learning needs and collaboration of all support services provided for ESOL students. ESOL paraprofessionals, in a weekly PLC, will receive specialized training focused on vocabulary and language acquisition, effective instructional practices and standards based instruction. Create flexible skill-based reading groups driven by achievement, iReady progress monitoring and item analysis of common assessments. Intentionally focused curricular resources, such as iReady Teacher Toolbox, LAFS, Imagine Learning and Words Their Way to meet the needs of individual students. Created an ESOL model of specialized services that address and meet individual learning needs of students evidenced by their individual education plan.
Person Responsible	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	After identifying the lowest 25% of ESOL students, an ESOL instructional plan developed during data chats will be actively monitored to ensure strategies address individual learning needs of ESOL students. Learning gains will be monitored to track progress of ESOL students in achieving their goals. Instructional Coaches will consistently monitor ESOL student progress when working individually with general education and ESOL paraprofessionals during PLC meetings. There will be an ongoing evaluation of the ESOL instructional plan and modification will be made to ensure ESOL students are making learning gains in meeting achievement goals. Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual ESOL student learning needs. After classroom walkthroughs and observations, the principal will coach general education and ESOL paraprofessionals and ESOL students to ensure appropriate strategies are implemented and progress is made towards learning gains. ESOL student learning gains on AP2 will be evaluated by fourth and fifth grade teachers. They will identify strategies that align with growth measures as indicated on the FSA/i-Ready group profile. Student monitoring procedures and goals will be reviewed with teachers who will revise goals with measurable progress monitoring steps with ESOL students. Evidence of Visible Learning and High Impact Strategies will be monitored during classroom instruction and student learning. Progress monitoring will take place during weekly PLC meetings and individual coaching sessions with teachers and ESOL paraprofessionals. This will include

an evaluation of weekly i-Ready time on task and proficiency levels, achievement of domains, student progress towards goals, MTSS interventions, and data chats with administration and instructional coaches. On-going analysis of specialized differentiated instruction by teacher and learning progress of lowest 25% ESOL students will be monitored on a bi-weekly basis. ESOL paraprofessionals will meet with coaches on a weekly basis to monitor their ESOL students' progress and adjust instruction as needed. There will be an ongoing evaluation of our ESOL model of specialized services to ensure that individual learning needs of ESOL students are being met.

**Person
Responsible**

Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Activity #4	
Title	There will be an increase in proficiency on FSA-ELA.
Rationale	School leadership team and teachers analyzed ELA data and identified deficit areas for students in grades 4 and 5, with an in depth analysis of specific subgroups (hispanic/black) and the historical data (16/17 and 17/18) supporting learning gains and the decrease in percentage.
Intended Outcome	By the year 2019, there will be a minimum of four percentage point increase of proficiency, from 58% to 62%, on the FSA-ELA.
Point Person	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Action Step	
Description	<p>During individual teacher data chats with administrators and instructional coaches, students performing in the lowest 25%, along with lowest 25% ESE and ESOL students and “bubble” students will be identified based on i-Ready data and FSA. High achieving students will also be identified so they will continually be challenged to increase their reading achievement levels. This information will be disaggregated by evaluating student reports regarding time on task, proficiency levels, domain levels, and annual growth measures such as typical levels and stretch growth targets. During data chats, an instructional plan will be developed to implement strategies that address individual learning needs and learning goals for all students. Instructional Coaches will support teachers and students in the instructional plan. During classroom walkthroughs and observations, the principal will coach teachers and students to provide support for learning gains. All students in grade 1 are assessed by Reading Recovery teachers and based on eligibility criteria, specific students are identified for individualized reading recovery services. This reading program will provide prescriptive intensive reading instruction for struggling readers. High Performing students in grades 1 -5, will be placed in advanced work classes with curriculum and instruction that challenges them to increase achievement levels. In grades 4 and 5, teachers will complete a group profile that evaluates each student’s FSA performance and the learning gains needed to increase achievement levels. Student monitoring procedures and goals will be established with teachers, who will set goals with students and monitor their progress. In addition, students identified in the lowest quartile for ELA will participate in on-going small group instruction with both their classroom teacher and an intervention teacher. All teachers will create flexible skill-based reading groups driven by achievement, i-Ready progress monitoring and item analysis of common assessments. All students in grades K-3 will receive instruction using Words Their Way Program to increase vocabulary and language. Students in grades 2-5 will receive ELA instruction using the Ready LAFS program. Additional instruction in grades K-5 will focus on i-Ready and FSA deficit areas using ELA resources identified in the i-Ready Toolbox, Instructional Focus Guide, and strategies identified during PLC Meetings. Students in the lowest quartile will work with adult volunteers in the Eagle's Nest Volunteer Center to strengthen deficit areas. Teachers will provide volunteers with resources so their work is focused on identified deficit areas. Volunteers will receive ELA training so they are equipped with strategies and tools. Identified students in grades 2 through 5 will be invited to participate in the 21st Century After-school Tutorial Program, which provides additional instruction in ELA. During weekly PLC’s, team members will discuss and evaluate individual student progress through an item analysis of progress monitoring data. Explicit differentiated instructional strategies and individualized interventions will be developed to meet individual student learning needs. Collaboration of support services and teachers will focus on lowest quartile students, ESE /ESOL students, “bubble” students, and high achieving students. All Instructional staff will participate in on-going professional</p>

development with John Hattie's Visible Learning, John Saphier's High Expectations Teaching,

Person Responsible Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

The instructional plan for lowest 25% of students and ESOL and ESE students developed during data chats will be monitored to ensure implemented strategies address individual learning needs of students and learning gains are met to achieve goals set by students and teachers. The instructional plan will also address “bubble” students and high performing students to ensure they are making learning gains in reading. Instructional Coaches will monitor student progress on a continuous basis when working individually with teachers and during PLC’s. There will be an ongoing evaluation of the comprehensive instructional plan and adjustments will be made to ensure all students and teachers are on track in meeting achievement goals. Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual student learning needs. The principal will frequently walk through classes and observe with coaching and feedback sessions to ensure learning gains. K-3 teachers will compare progress on AP1 to AP2 Diagnostic Assessments and implement strategies to address learning deficits. Fourth and fifth grade teachers will evaluate student learning gains on AP2 and identify strategies that will align with growth measures as indicated on the FSA/i-Ready group profile. Student monitoring procedures and goals will be reviewed with teachers who will re-set goals with measurable progress monitoring steps with students. Evidence of Visible Learning and High Impact Strategies will be monitored during classroom instruction and student learning. Progress monitoring will take place during weekly PLC meetings and individual coaching sessions with teachers. This will include an evaluation of weekly i-Ready time on task and proficiency levels, achievement of domains, student progress towards goals, MTSS interventions, and data chats with administration and instructional coaches. On-going analysis of specialized differentiated instruction by teacher and learning progress of lowest 25% students, bubble students, advanced students, ESOL students, and ESE students will be monitored on a bi-weekly basis. Intervention teachers will meet with coaches on a weekly basis to monitor their students’ progress and adjust instruction as needed.

Person Responsible Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Activity #5	
Title	The lowest 25% of students will make learning gains on FSA Mathematics.
Rationale	School leadership team and teachers met and analyzed Math data and identified 47 students who performed in lowest 25% on FSA Mathematics.
Intended Outcome	By the year 2019, there will be a minimum of four percentage point increase, from 51% to 55%, in the number of students demonstrating a learning gain in the lowest quartile in mathematics.
Point Person	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Action Step	
Description	<p>Instructional staff will participate in on-going professional development through the identification of teacher leaders and strategic opportunities for micro-teaching, peer observations, and collaborations. During individual teacher data chats with administrators and instructional coaches, students performing in the lowest 25% of each class will be identified based on i-Ready data and FSA. This information will be disaggregated by evaluating student reports regarding time on task, proficiency levels, domain levels, and annual growth measures such as typical levels and stretch growth targets. During data chats, an instructional plan will be developed to implement math strategies that address individual learning needs and math goal setting. Instructional Coaches will have specific roles in supporting teachers and students in the math instructional plan. The principal will be responsible for classroom walkthroughs, observations and coaching teachers and students to support learning gains. In grades 4 and 5, teachers will complete a group profile that evaluates each student's FSA performance and the learning gains needed to increase achievement levels. Student monitoring procedures and goals will be established with teachers, who will set goals with students and monitor their progress. In addition, students identified in the lowest quartile for math will receive on-going small group instruction with both their classroom teacher and an intervention teacher. All teachers will create flexible skill-based math groups driven by achievement, i-Ready progress monitoring and item analysis of common assessments. Students will utilize math manipulatives to create concrete foundations prior to real world applications. Reflex, Prodigy and TenMarks math will be used daily to reinforce and strengthen individual math fluency skills. Students in grades 4-5 will receive Math instruction using Khan Academy. Additional Instruction in grades K-5 will focus on i-Ready and FSA deficit areas using Math resources identified in the i-Ready Toolbox, Instructional Focus Guide, and strategies identified during PLC Meetings. Students in the lowest quartile will work with adult volunteers in the Eagle's Nest Volunteer Center to strengthen deficit areas. Teachers will provide volunteers with resources so their work is focused on identified deficit areas. Volunteers will receive Math training so they are equipped with strategies and tools. The lowest quartile students in grades 2 through 5 will be invited to participate in the 21st Century After-school Tutorial Program, which provides additional instruction in Math. During weekly PLC's, team members will discuss and evaluate individual student progress through an item analysis of progress monitoring data. Explicit differentiated instructional strategies and individualized interventions will be developed to meet individual student learning needs. Collaboration of support services and teachers will focus on lowest quartile students. All Instructional staff will participate in on-going professional development with John Hattie's Visible Learning, John Saphier's High Expectations Teaching, and collective efficacy as well as math instructional strategies aligned with the demographics of Alta Vista Elementary. .</p>
Person Responsible	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Plan to Monitor Effectiveness	

Description	<p>Evidence of Visible Learning and High Impact Strategies during classroom instruction and student learning will be monitored during classroom walkthroughs and observations. The instructional plan developed during data chats will be monitored to ensure implemented strategies address individual learning needs of students and learning gains are being met to achieve goals set by students and teachers. Instructional Coaches will monitor student progress on a continuous basis when working individually with teachers and during PLC's. There will be an ongoing evaluation of the instructional plan and adjustments will be made to ensure students and teachers are on track in meeting achievement goals. Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual student learning needs. Teachers and grades K-3 will evaluate learning gains when comparing i-Ready Diagnostic AP1 to AP2. Instructional strategies will be implemented to address deficit skills. Fourth and fifth grade teachers will evaluate student learning gains on AP2 and identify strategies that will align with growth measures as indicated on the FSA/i-Ready group profile. Student monitoring procedures and goals will be reviewed with teachers who will review goals with measurable progress monitoring steps with students. Progress monitoring will take place during weekly PLC meetings and individual coaching sessions with teachers. This will include an evaluation of weekly i-Ready time on task and proficiency levels, achievement of domains, student progress towards goals, MTSS interventions, and data chats with administration and instructional coaches. On-going analysis of specialized differentiated instruction by teacher and learning progress of lowest 25% students will be monitored on a bi-weekly basis. Intervention teachers will meet with coaches on a weekly basis to monitor their students' progress and adjust instruction as needed.</p>
Person Responsible	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Activity #6	
Title	Students identified as ESE will make learning gains on FSA Mathematics.
Rationale	School leadership team and teachers analyzed Math data and identified deficit areas for each of the 41 identified ESE students.
Intended Outcome	By the year 2019, there will be a minimum of four percentage point increase, from 59% to 63%, in the number of ESE students demonstrating a learning gain on FSA-Mathematics.
Point Person	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Action Step	
Description	<p>Instructional staff will participate in on-going professional development in John Hattie's Visible Learning, John Saphier's High Expectations Teaching, and collective efficacy as well as specialized math instructional strategies aligned with ESE demographics of Alta Vista Elementary. During individual teacher data chats with administrators and instructional coaches, all ESE students will be identified based on i-Ready and FSA data. The ESE student data in the lowest 25% will be analyzed and instructional strategies to address their learning deficits. Data from i-Ready and FSA will be disaggregated and student reports will be evaluated based on time on task, proficiency levels, domain levels, and annual growth measures such as typical levels and stretch growth targets. Instructional plans will be developed based on IEP goals and learning deficits. Learning strategies will be differentiated based on individual learning deficits and IEP goals. The ESE Liaison and Instructional Coaches will meet with ESE teachers on a regular basis to identify student learning deficits, support instructional practices, ensure accommodations are implemented, and review instructional plan for ESE students. The principal will complete classroom walkthroughs, observations and coach teachers and ESE students in reaching goals and supporting learning gains. Fourth and fifth teachers and ESE teachers will complete a group profile that evaluates ESE students' FSA performance and the learning gains needed to increase their achievement levels. Progress monitoring procedures and goals will be established with teachers, who will set goals with ESE students. Both students and teachers will monitor their progress. ESE students identified in the lowest quartile for Math will receive Math services within their general education classes and small group instruction with both their classroom teacher and ESE teacher. They will create skill-based math groups driven by formative and summative assessments. These include weekly achievement tests and i-Ready progress monitoring and item analysis of common assessments. ESE students will receive instruction using intentionally focused curricular resources, such as Math Mentality Website, Khan Academy, EngageNY, Reflex Math, Prodigy and TenMarks to improve math skills. Additional instruction will focus on i-Ready and FSA deficit areas using math resources identified in i-Ready Toolbox, Instructional Focus Guide, and IEP goals and strategies. ESE students in the lowest quartile will work with volunteers in the Eagle's Nest Volunteer Center. Teachers will provide volunteers with resources so their work is strategically focused. Volunteers will receive Math and ESE training so they are equipped with strategies and tools. The lowest quartile ESE students in grades 2 through 5 will be invited to participate in the 21st Century After-school Tutorial Program, which provides additional instruction in Math. During weekly PLC's, team members will discuss and evaluate individual student progress through an item analysis of progress monitoring data. Explicit differentiated instructional strategies and individualized interventions will be developed to meet individual ESE student learning needs. ESE teachers will receive specialized training in instructional strategies to ESE students. They will work together to create an ESE model of specialized services that address and meet individual learning needs of students as evidenced by their Individual Education Plan.</p>

Person Responsible Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description The instructional plan developed during data chats will be monitored to ensure implemented strategies address individual learning needs of ESE students and learning gains are being met to achieve goals set by ESE students and teachers. Instructional Coaches will monitor student progress on a continuous basis when working individually with teachers and during PLC's. There will be an ongoing evaluation of the ESE Math instructional plan and adjustments will be made to ensure students and teachers are on track in meeting achievement goals. Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual student learning needs. Teachers and grades K-3 will evaluate ESE student learning gains when comparing i-Ready Math Diagnostic AP1 to AP2. Instructional strategies will be implemented to address deficit skills. Fourth and fifth grade teachers will evaluate ESE student learning gains on AP2 and identify strategies that will align with growth measures as indicated on the FSA/i-Ready group profile. Student monitoring procedures and goals will be reviewed with teachers who will review goals with measurable progress monitoring steps with students. Progress monitoring will take place during weekly PLC meetings and individual coaching sessions with teachers. This will include an evaluation of weekly i-Ready time on task and proficiency levels, achievement of domains, student progress towards goals, MTSS interventions, and data chats with administration and instructional coaches. On-going analysis of specialized differentiated instruction by teacher and learning progress of ESE students will be monitored on a bi-weekly basis. ESE teachers will meet with coaches to monitor their students' progress and adjust instruction as needed. Evidence of Visible Learning and High Impact Strategies during classroom instruction and student learning will be monitored during classroom walkthroughs and observations.

Person Responsible Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Activity #7	
Title	Students identified as ESOL will make learning gains on FSA Mathematics.
Rationale	School leadership team and teachers analyzed Math data and identified deficit areas for each of the 32 identified ESOL students.
Intended Outcome	By the year 2019, there will be a minimum of four percentage point increase, from 71% to 75%, in the number of ESOL students demonstrating a learning gain on FSA-Mathematics.
Point Person	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Action Step	
Description	<p>During individual teacher data chats with administrators and instructional coaches, all ESOL students will be identified based on Math i-Ready and Math FSA data. The ESOL student data in the lowest 25% will be analyzed and math instructional strategies will address their learning deficits. Math data from i-Ready and FSA will be disaggregated and student reports will be evaluated based on time on task, proficiency levels, domain levels, and annual growth measures such as typical levels and stretch growth targets. Math instructional plans and learning strategies will be differentiated based on individual learning deficits. The ESOL Liaison and Instructional Coaches will meet with classroom teachers and ESOL paraprofessionals on a regular basis to identify student learning deficits, support instructional practices, ensure accommodations are implemented, and review instructional plan for ESOL students. Instructional staff will participate in on-going professional development in John Hattie's Visible Learning, John Saphier's High Expectations Teaching, and collective efficacy as well as specialized math instructional strategies aligned with ESOL demographics of Alta Vista Elementary. The principal will complete classroom walkthroughs, observations and coach teachers and ESOL students in reaching goals. Fourth and fifth teachers will complete a group profile that evaluates ESOL students' FSA performance and the learning gains needed to increase their achievement levels. Progress monitoring procedures and goals will be established with teachers, who will set goals with ESOL students. Both students and teachers will monitor their progress. ESOL students identified in the lowest quartile for Math will receive Math services within their general education classes and small group instruction with both their classroom teacher and ESOL paraprofessional. They will create skill-based math groups driven by formative and summative assessments. These include weekly achievement tests and i-Ready progress monitoring and item analysis of common assessments. ESOL students will receive instruction using intentionally focused curricular resources, such as Math Mentality Website, Khan Academy, and EngageNY Reflex Math, Prodigy and TenMarks to improve math skills. Additional instruction will focus on i-Ready and FSA deficit areas using math resources identified in i-Ready Toolbox, Instructional Focus Guide, and math strategies. ESOL students in the lowest quartile will work with volunteers in the Eagle's Nest Volunteer Center. Teachers will provide volunteers with resources so their work is strategically focused. Volunteers will receive Math and ESOL training so they are equipped with strategies and tools. The lowest quartile ESOL students in grades 2 through 5 will be invited to participate in the 21st Century After-school Tutorial Program, which provides additional instruction in Math. During weekly PLC's, team members will discuss and evaluate individual student progress through an item analysis of progress monitoring data. Explicit differentiated instructional strategies and individualized interventions will be developed to meet individual ESOL student learning needs. Classroom teachers and ESOL paraprofessionals will receive specialized training in ESOL instructional strategies. They will work together to create an ESOL model of specialized services that address and meet individual learning needs of ESOL students.</p>

Person Responsible Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

The instructional plan developed during data chats will be monitored to ensure implemented strategies address individual learning needs of ESOL students and learning gains are being met to achieve goals. Instructional Coaches will monitor student progress on a continuous basis when working individually with teachers and during PLC's. There will be an ongoing evaluation of the ESOL Math instructional plan and adjustments will be made to ensure students and teachers are on track in meeting achievement goals. Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual student learning needs. Teachers in grades K-3 will evaluate ESOL student learning gains when comparing i-Ready Math Diagnostic AP1 to AP2. Instructional strategies will be implemented to address deficit skills. Fourth and fifth grade teachers will evaluate ESOL student learning gains on AP2 and identify strategies that will align with growth measures as indicated on the FSA/i-Ready group profile. Student monitoring procedures and goals will be reviewed with teachers who will review goals with measurable progress monitoring steps with students. Progress monitoring will take place during weekly PLC meetings and individual coaching sessions with teachers. This will include an evaluation of weekly i-Ready time on task and proficiency levels, achievement of domains, student progress towards goals, MTSS interventions, and data chats with administration and instructional coaches. On-going analysis of specialized differentiated instruction by teacher and learning progress of ESOL students will be monitored on a bi-weekly basis. ESOL teachers will meet with coaches to monitor their students' progress and adjust instruction as needed. Evidence of Visible Learning and High Impact Strategies during classroom instruction and student learning will be monitored during classroom walkthroughs and observations.

Person Responsible Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Activity #8	
Title	There will be an increase in proficiency on FSA Mathematics.
Rationale	Alta Vista's school leadership team analyzed FSA Mathematics data in order to identify deficit areas.
Intended Outcome	By the year 2019, there will be a minimum of four percentage point increase of proficiency, from 72% to 76%, on the FSA Mathematics.
Point Person	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Action Step	
Description	<p>During weekly PLC's, team members will discuss and evaluate individual student math progress using an item analysis of progress monitoring data as it relates to the lowest 25% of math students, "bubble" students, ESE and ESOL students, and high achieving students. Explicit differentiated math instructional strategies and individualized interventions will be developed to meet individual student learning needs. In addition, students will receive on-going differentiated small group instruction and iii with classroom and instructional support staff. Collaboration of support services and teachers will focus on lowest quartile students and teachers will differentiate instruction based on skill levels of students. All Instructional staff will participate in on-going professional development with John Hattie's Visible Learning, John Saphier's High Expectations Teaching, and collective efficacy as well as district math instructional strategies aligned with the demographics of Alta Vista Elementary. Instructional staff will participate in on-going professional development through teacher led training and observations in each other's classrooms. All teachers will create flexible skill-based math groups driven by achievement, i-Ready progress monitoring and item analysis of math common assessments. Students will utilize math manipulatives to create concrete foundations prior to real world applications. Reflex, Prodigy and TenMarks math will be used daily to reinforce and strengthen individual math fluency skills. Students in grades 4-5 will receive Math instruction using Khan Academy. Additional Instruction in grades K-5 will focus on i-Ready and FSA deficit areas using Math resources identified in the i-Ready Toolbox, Instructional Focus Guide, and strategies identified during PLC Meetings. Students in the lowest quartile will work with adult volunteers in the Eagle's Nest Volunteer Center to strengthen deficit areas. Teachers will provide volunteers with resources so their work is focused on identified deficit areas. Volunteers will receive Math training so they are equipped with strategies and tools. The lowest quartile students in grades 2 through 5 will be invited to participate in the 21st Century After-school Tutorial Program, which provides additional instruction in Math.</p>
Person Responsible	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<p>Evidence of Visible Learning and High Impact Strategies during classroom instruction and student learning will be monitored during classroom walkthroughs and observations. The instructional plan developed during data chats will be monitored to ensure strategies address individual learning needs of students and learning gains are being met to achieve goals. Instructional Coaches will monitor student progress on a continuous basis when working individually with teachers and during PLC's. There will be an ongoing evaluation of the instructional plan and adjustments will be made to ensure students and teachers are on track in meeting achievement goals. Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual student learning needs. Teachers and grades K-3 will evaluate learning gains when comparing i-Ready Diagnostic AP1 to AP2. Instructional strategies will be implemented to address</p>

standards and deficit skills. Fourth and fifth grade teachers will evaluate student learning gains on AP2 and identify strategies that will align with growth measures as indicated on the FSA/i-Ready group profile. Student monitoring procedures and goals will be reviewed with teachers who will review goals with measurable progress monitoring steps with students. Progress monitoring will take place during weekly PLC meetings and individual coaching sessions with teachers. This will include an evaluation of weekly i-Ready time on task and proficiency levels, achievement of domains, student progress towards goals, MTSS interventions, and data chats with administration and instructional coaches. On-going analysis of data and specialized differentiated instruction will be monitored by teacher of lowest 25% math students, “bubble” students, ESOL/ESE students, and advanced students. Student monitoring and goals will be established with teachers and students. In addition, students identified in math at the lowest quartile and ESE/ ESOL students will receive on-going small group instruction from their classroom teacher, ESE teacher, Intervention teacher, and ESOL paraprofessionals.

Person Responsible Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Activity #9

Title There will be an increase in proficiency on the grade 5 NGSSS State Wide Science Assessment.

Rationale School leadership team and teachers analyzed NGSSS Statewide Assessment data and identified deficit areas.

Intended Outcome By the year 2019, there will be a minimum of a four percentage point increase in proficiency, from 64% to 68%, on the Grade 5 NGSSS Statewide Assessment.

Point Person Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Action Step

Description Instructional staff will utilize standards based instruction that include inquiry based learning. Students will participate in hands-on labs on a weekly basis that allow them to connect concrete ideas to authentic application. Classroom teachers will maintain fidelity to the Sarasota Science IFG and participate in district benchmark assessments. Data analysis of benchmark assessments, as well as mini-assessments (provided by the district) will identify standards in need of reteaching for the grade level, classes and individual students. All students will be invited to participate in an annual STEM Fair as well as three Parent STEM Nights, which provide an opportunity collaborate with certified teachers to assist during the STEM Fair process. Classroom teachers will provide additional reinforcement to identified Fair Game Standards. Resources for instruction include Science Fusion, Mystery Science and Science Bootcamp.

Person Responsible Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Classroom teachers will participate in on-going data chats with instructional coaches. Student assessment of the mini benchmarks data will be recorded on a grade level spreadsheets and an item analysis will be completed. Assessments will be used to reteach specific standards that students have not mastered.

Person Responsible Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Activity #10	
Title	There will be a decrease in the total number of student suspensions.
Rationale	Alta Vista's school leadership team analyzed behavior data and identified areas in need of improvement.
Intended Outcome	By the year 2019, Alta Vista will reduce the number of suspensions from 52 to 47.
Point Person	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Action Step	
Description	Alta Vista has implemented CHAMPS school-wide to assure common language and expectations. Instructional staff receive on-going coaching with our Behavior Specialist to assure a deep understanding of deescalation strategies, classroom vs. office managed behaviors and how to use positive reinforcement effectively. The PBS team has developed a school-wide PBS IFG that identify a daily and weekly focus in civility squad, social skills and our eagle expectations. To support the PBS IFG there is a token economy including a caught you be good coin store that all classes participate in and visit weekly. A STARR (behavior Resource Room) has been established to allow students to reflect and practice replacement behaviors and is monitored by the Behavior Specialist. Students will multiple infractions are identified as needing Tier II and/or III interventions (TPS data collection) and may eventually support the development of FBA/BIPs.
Person Responsible	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Behavior data is collected daily and analyzed on a monthly basis to identify students in need of strategic interventions. Students are discussed at support team meetings to establish continuous communication and assure consistency. A school-wide OneNote Notebook (updated yearly) has all data recorded to support transparency.
Person Responsible	[no one identified]

Activity #11	
Title	There will be a decrease in the total number of students who have moderate to chronic absenteeism.
Rationale	Alta Vista's school leadership team continually monitors attendance and strives to decrease truancy.
Intended Outcome	By the year 2019, there will be a decrease in the number of students considered to have moderate or chronic absenteeism from the previous year.
Point Person	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Action Step	
Description	Alta Vista monitors attendance on a weekly basis. School-wide Attendance Brag Tag program and goal setting is established through the morning news and class visits. Classes hang daily 100% Attendance Posters when all students are present. Classes earn Awesome Attendance Flags for most improved and Least Number of Infractions on a weekly basis. Coaches create weekly graphs to visually represent current attendance, these are discussed and displayed in classrooms. Students can earn attendance awards at quarterly Renaissance Recognition Program. When a student accumulates 5 attendance infractions including: Unexcused, Excused, Tardy and/or Early Dismissal, the parents/guardians will receive a formal letter through the US postal service. In addition the student will be brought to SWST for attendance monitoring and participate in Tier II interventions that may include goal setting and attendance tracking with a coach. Letters are sent in 5 infraction increments and copies are placed in the cumulative files. Students who are on reassignment and/or choice, live in housing, or become persistent truancy issues will meet with administration to discuss attendance interventions and expectations. Home visits are completed by our Home School Liaison in collaboration with district truancy workers. Collaborative meetings with the Housing Authority, parents and school assist parents with attendance issues.
Person Responsible	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Grade level attendance reports are created through SIS on a weekly basis and results are recorded on grade level spreadsheets. These spreadsheets are available to all staff on the AVE 2018-2019 Handbook OneNote. Current attendance data is discussed at weekly support team meetings to establish consistent communication.
Person Responsible	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; ESOL Services ESOL Nights Parent Training; AV Eagle Academy Parent University –Adult education programs; English Classes for Parents/Adults; Parent Teacher Conferences Meetings to discuss student progress, P.A.V.E. (Parents At Alta Vista Elementary) Nights; Family/School Festival Connects families to students to school; Book Fair and Family Cookout; and Science Fair.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

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 one guidance counselor, 1.6 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, Centerstone, etc. Meetings are held one to two times each month, along with frequent phone calls between the Sarasota Housing Authority and Alta Vista School to collaborate with and about students and families in an effort to support their social-emotional needs.

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

Annually, we conduct a Kindergarten Round-up inviting prospective 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. Materials are provided to help parents and incoming students practice school readiness skills in all academic areas, fine/gross motor skills and adaptive skills. All incoming students are assessed with the On the Mark Assessment prior to entering school and the Florida Star Early Literacy screener, as well as i-Ready Reading/Math Diagnostic AP1. Based on progress monitoring, students participate in a challenging differentiated learning environment. We also offer a six week summer learning academy for all of our entering kindergarten students to assist in the transition between preschool and kindergarten. 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 and transitional support for each student. At the end of each year, teachers meet by grade level to discuss student placement for the following year, taking into consideration academics, assessments, behavior concerns. For students transitioning to middle school, opportunities are provided for students and their families to visit their district middle school. To assure transitional success a Middle Exploration Night has been established to allow students and families to attend presentations from each of the three Sarasota Middle Schools.

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. The 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. Positive Behavior Support and 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.

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

During the 18'-19' school year, all students will participate in an Eagle SWAG College, Career and Life Readiness Program in varying degrees. All 4th and 5th grade students will participate in an Eagle SWAG (Students With A Goal) Class during specials rotation. During this time they are provided direct instruction in the area college and career readiness, while exploration the importance of developing their own Accountability, Attendance, Achievements and Attitude. In addition, identified cohorts of 5th grade students work 1:1 and in small groups to provide individualized instruction in goal-setting. Students in grades Kindergarten through 3rd will participate in a Career Week during each Semester. We want our students to dream big and realize that college and career hopes and dreams can be achieved, and to help our parents and students understand that this can be realized with committed goal setting and educational paths. Partnerships have been formed the Community Foundation and Take Stock in Children to support current College, Career and Life Readiness at Alta Vista. In addition, we have established a partnership with Sarasota High School to create a mentor program between High School Athletes and current 4th and 5th grade students.

Part V: Budget

Sarasota - 0012 - Alta Vista Elementary School - 2018-19 SIP
Alta Vista Elementary School

Total:	\$641,878.00
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