

Polk County Public Schools

# Alta Vista Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>9</b>
<b>Title I Requirements</b>	<b>11</b>
<b>Budget to Support Goals</b>	<b>13</b>

## 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)	2017-18 Title I School	2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	D*

### School Board Approval

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

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

#### 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,

### School Leadership Team

#### Membership

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

Name	Title
Stewart, Celeste	Principal
Davis, Karen	Dean
Holbrook, Angel	Instructional Technology
Gamez, Sandra	Instructional Coach
Huston, Blaze	Teacher, K-12
Chapman, Rosemary	Instructional Media
Gaymont, Stephen	Assistant Principal
Clark, Sophia	Instructional Coach
Diaz, Jose	School Counselor

#### Duties

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

**Principal:** The Principal provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

**Assistant Principal:** Assists 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 MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

**Instructional Coaches:** Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior

assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Dean: 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.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. 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

## 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students identified as retainees:

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

#### Date this data was collected

Sunday 7/15/2018

### 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	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

### 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	44	31	37	21	33	29	0	0	0	0	0	0	0	195
One or more suspensions	4	6	9	4	5	10	0	0	0	0	0	0	0	38
Course failure in ELA or Math	21	24	83	70	57	53	0	0	0	0	0	0	0	308
Level 1 on statewide assessment	0	0	0	13	29	52	0	0	0	0	0	0	0	94

**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	11	11	29	26	37	41	0	0	0	0	0	0	0	155

## 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?**

4th grade ELA. No, in fact during the 2016-2017 school year they were the highest performing grade level.

**Which data component showed the greatest decline from prior year?**

4th grade ELA

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

4th grade ELA

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

5th grade math. Yes

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

Focus on conceptual understanding of math concepts as well as fact fluency. \*\*More students came in proficient than the previous year.

#### 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	38%	50%	56%	38%	48%	52%
ELA Learning Gains	48%	51%	55%	47%	49%	52%
ELA Lowest 25th Percentile	52%	45%	48%	51%	42%	46%
Math Achievement	52%	58%	62%	45%	54%	58%
Math Learning Gains	48%	56%	59%	42%	52%	58%
Math Lowest 25th Percentile	34%	44%	47%	32%	41%	46%
Science Achievement	42%	53%	55%	28%	46%	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	0 (5)	0 (24)	0 (21)	0 (15)	0 (25)	0 (11)	0 (101)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (14)	0 (0)	0 (0)	0 (14)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (13)	0 (30)	0 (60)	0 (103)

#### 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	45%	51%	-6%	57%	-12%
	2017	37%	53%	-16%	58%	-21%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	28%	48%	-20%	56%	-28%
	2017	44%	51%	-7%	56%	-12%
Same Grade Comparison		-16%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-9%				
05	2018	36%	50%	-14%	55%	-19%
	2017	31%	44%	-13%	53%	-22%
Same Grade Comparison		5%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	58%	56%	2%	62%	-4%
	2017	63%	58%	5%	62%	1%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	44%	57%	-13%	62%	-18%
	2017	47%	60%	-13%	64%	-17%
Same Grade Comparison		-3%				
Cohort Comparison		-19%				
05	2018	45%	56%	-11%	61%	-16%
	2017	35%	47%	-12%	57%	-22%
Same Grade Comparison		10%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	39%	51%	-12%	55%	-16%
	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	3	38	48	34	46	44					
ELL	30	46	50	49	43	38	27				
BLK	34	49	58	47	56	31	22				
HSP	39	49	49	53	45	33	45				
WHT	36	32		48	53						
FRL	36	46	51	51	48	34	40				



**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	6	25	23	39	50	42					
ELL	32	41	48	51	44	43	31				
BLK	33	53	38	34	39	31	19				
HSP	38	42	50	52	48	45	40				
WHT	53	56		53	65		42				
FRL	37	43	46	50	49	35	37				

**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	
<b>Title</b>	Improve core instruction
<b>Rationale</b>	According to the school grade report, only 38% of our students were proficient in the area of ELA. 44.8% in third grade, 28.2% in fourth grade, and 35.7% in fifth grade. In addition, the trends show that we lose 10% in proficiency as students rise to the next grade level. Example: In 2016-2017 37% of the third grade students were proficient, and in 2017-2018 only 28.2 % of those same students, now fourth graders, maintained proficiency. Similarly 52% of our students were proficient in math, and followed the same trend as ELA when you look at scores linearly. These data points lead us to see that core instruction needs to be improved.
<b>Intended Outcome</b>	Increase percent of students proficient in ELA, Math, and Science by 10 percent.
<b>Point Person</b>	Celeste Stewart (celeste.stewart@polk-fl.net)
Action Step	
<b>Description</b>	<ul style="list-style-type: none"> <li>- Provide professional development for teachers in order to increase the amount and the rigor of student questioning</li> <li>-Reading and math coaches collaborate with teachers to plan standards based lessons that meet the depth of the standards.</li> <li>-Develop students tasks that are aligned to the standards</li> <li>-AmeriCorps tutoring for students in grades K-3</li> <li>- Hire interventionist sub to provide push in for grades 4 and 5</li> <li>-Push in support from Reading and math interventionists as well as paraprofessionals</li> <li>- Develop and implement learning targets to reflect goals of instruction.</li> <li>- Provide teachers with 1/2 day planning sessions (substitutes paid through Title One) in October and January to allow teachers to participate in data chats with administration. The goal of these sessions will be to guide teachers in the process of how to use multiple sources of data to inform their instructional decisions. It will also allow the teachers to determine the needs of small groups of students and what supports we need to put in place to help them become more successful a</li> <li>- Ensure writing is being used across all grade levels and subjects to ensure student ownership of the material being taught.</li> <li>- Increase access to quality books through purchasing high interest books of varying levels for the media center.</li> <li>- PD concentrating on strategies for creating and implementing effective and rigorous questioning.</li> <li>- LSI PD for leadership team."</li> </ul>
<b>Person Responsible</b>	Celeste Stewart (celeste.stewart@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ul style="list-style-type: none"> <li>- Progress monitoring data from iStation, STAR, and AR</li> <li>- Administrative presence and participation in collaborative planning and PLC meetings with teachers</li> <li>- Monitoring of lesson plans</li> <li>- Observations conducted through both formal and informal walkthroughs</li> <li>- FSA Data</li> </ul>
<b>Person Responsible</b>	Celeste Stewart (celeste.stewart@polk-fl.net)

Activity #2	
<b>Title</b>	Improve culture of the school to increase student and teacher attendance and decrease rates of referrals.
<b>Rationale</b>	<ul style="list-style-type: none"> <li>- 59% of students have an attendance rate under 95%.</li> <li>- 29% of teachers have an attendance rate under 95%</li> <li>- Number of referrals increased from 96 incidents in the 2016-2017 school year to 204 in the 2017-2018 school year.</li> </ul>
<b>Intended Outcome</b>	<ul style="list-style-type: none"> <li>- Decrease percentage of students with attendance rate under 95% to 50%.</li> <li>- Decrease percentage of teachers with attendance rate under 95% to 25%.</li> <li>-Decrease number of referrals by 20%</li> </ul>
<b>Point Person</b>	Stephen Gaymont (stephen.gaymont@polk-fl.net)
Action Step	
<b>Description</b>	<ul style="list-style-type: none"> <li>-Create school-wide token economy for PBiS implementation.</li> <li>- CHAMPS/STOIC PD during first week</li> <li>-Use RtIb to track minor offenses</li> <li>- Monthly PBiS celebrations held each early release day.</li> <li>-Create an attendance coach to closely monitor students with EWS attendance indicators.</li> </ul> <p>This person will also make daily/weekly "we missed you today" phone calls to students who are chronically absent.</p> <ul style="list-style-type: none"> <li>-Increase parent involvement through consistent use of daily planners.</li> <li>-Provide academic based grade level parent nights to increase family engagement</li> <li>- Work in partnership with Mindful Schools to create Tier 2 and Tier 3 plans for students with behavior concerns.</li> </ul>
<b>Person Responsible</b>	Stephen Gaymont (stephen.gaymont@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ul style="list-style-type: none"> <li>- Review attendance and discipline data through monthly PBiS meetings</li> <li>- RtI data</li> <li>- classroom walkthroughs</li> </ul>
<b>Person Responsible</b>	Celeste Stewart (celeste.stewart@polk-fl.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.**

The school has planned both Orientation and Open House events at the beginning of the year to support and engage with our parents and stakeholders. Additionally, there will be other after-school events such as Math and ELA/Literacy nights. We will continue to host performances of our music and visual art students, including school plays and musical performances. We will host planned SAC meetings to meet

with and elicit feedback from our parents and community stakeholders. This year, we will be engaging in greater social media interactions with a new Facebook page.

#### **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.**

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.

#### **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.

#### **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.

**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

### Part V: Budget

Total:	\$0.00
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