Alturas Elementary School

2018-19 Schoolwide Improvement Plan

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Alturas Elementary School

420 4TH ST, Alturas, FL 33820

http://schools.polk-fl.net/alturaselementary

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	37%

School Grades History

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

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

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 Alturas Elementary School is for all of our students to demonstrate academic achievement at or above the expected level of performance as defined by the Florida Department of Education.

Provide the school's vision statement.

Working collaboratively with the community to develop life long learners.

School Leadership Team

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

Name	Title
Reinacher, Shelley	Assistant Principal
Pemberton Jr., Charles	Principal
Stinson, Terry	Instructional Media
Hyman, Kimberly	Other
Chance, Brian	Instructional Technology

Duties

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

The MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures

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	

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

Wednesday 7/25/2018

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	1	5	6	5	5	4	0	0	0	0	0	0	0	26
One or more suspensions	0	3	4	2	3	5	0	0	0	0	0	0	0	17
Course failure in ELA or Math	4	0	0	0	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	4	9	11	0	0	0	0	0	0	0	24

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	1	0	0	1	4	5	0	0	0	0	0	0	0	11

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	1	5	6	5	5	4	0	0	0	0	0	0	0	26
One or more suspensions	0	3	4	2	3	5	0	0	0	0	0	0	0	17
Course failure in ELA or Math	4	0	0	0	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	4	9	11	0	0	0	0	0	0	0	24

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	1	0	0	1	4	5	0	0	0	0	0	0	0	11

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?

Bottom 25% ELA; no it is not a trend

Which data component showed the greatest decline from prior year?

Bottom 25% ELA

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

Bottom 25% ELA

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

Science Achievement; yes this is a trend

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

Highly effective teacher; quality planning; data driven; hands-on lessons; interactive journals

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	51%	50%	56%	45%	48%	52%
ELA Learning Gains	51%	51%	55%	49%	49%	52%
ELA Lowest 25th Percentile	17%	45%	48%	58%	42%	46%
Math Achievement	62%	58%	62%	48%	54%	58%
Math Learning Gains	73%	56%	59%	54%	52%	58%
Math Lowest 25th Percentile	70%	44%	47%	46%	41%	46%
Science Achievement	73%	53%	55%	39%	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 (1)	0 (5)	0 (6)	0 (5)	0 (5)	0 (4)	0 (26)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
One or more suspensions	0 (0)	0 (3)	0 (4)	0 (2)	0 (3)	0 (5)	0 (17)
Course failure in ELA or Math	0 (4)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (4)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (4)	0 (9)	0 (11)	0 (24)

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	49%	51%	-2%	57%	-8%
	2017	57%	53%	4%	58%	-1%
Same Grade Comparison	-8%					
Cohort Comparison						
04	2018	51%	48%	3%	56%	-5%
	2017	40%	51%	-11%	56%	-16%
Same Grade Comparison	11%					
Cohort Comparison	-6%					
05	2018	48%	50%	-2%	55%	-7%
	2017	51%	44%	7%	53%	-2%
Same Grade Comparison	-3%					
Cohort Comparison	8%					

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	56%	-1%	62%	-7%
	2017	54%	58%	-4%	62%	-8%
Same Grade Comparison	1%					
Cohort Comparison						
04	2018	57%	57%	0%	62%	-5%
	2017	48%	60%	-12%	64%	-16%
Same Grade Comparison	9%					
Cohort Comparison	3%					
05	2018	69%	56%	13%	61%	8%
	2017	53%	47%	6%	57%	-4%
Same Grade Comparison	16%					
Cohort Comparison	21%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	69%	51%	18%	55%	14%
	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	13	42	40	48	68		50				
ELL	20	25		30	50						
BLK	45			64							
HSP	44	42		60	74		64				
WHT	56	56	20	64	72	67	78				
FRL	46	49	18	60	70	63	67				
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	16	45	55	23	32	36					
ELL	41	82		33	60						
BLK	47	71		53	79						
HSP	58	70		59	55		57				
WHT	48	47	57	55	48	40	54				
FRL	47	53	65	46	58	56	45				

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	Implement an effective reading workshop model with emphasis on guided reading and strategy instruction
Rationale	FSA data shows a decrease in overall proficiency as well as a decrease in each grade level cohort.
Intended Outcome	Increase ELA proficiency by 5% on the spring FSA.
Point Person	Charles Pemberton Jr. (charles.pembertonjr@polk-fl.net)

Action Step	
Description	1. Provide professional development on reading workshop model. 2. Additionally, school will purchase guided reading leveled booklets and additional reading materials such as phonemic awareness and phonics manipulatives to aide in the implementation of reader workshop. 3. Title 1 paid staff including literacy coach, media specialist, and classroom para will pull reading small groups in classrooms on a daily basis. 4. Reading Parent Night will provide parents with information on the reader workshop in the classroom as well as reading strategies to implement in the home.
Person Responsible	Kimberly Hyman (kimberly.hyman@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Classroom walkthroughs, lesson plans, data chats
Person Responsible	Charles Pemberton Jr. (charles.pembertonjr@polk-fl.net)

Activity #2	
Title	Implement an effective math workshop model with emphasis on number sense and early numeracy
Rationale	Our 4th and 5th grade teachers implemented this model in 17-18 and showed higher than average growth in proficiency and learning gains on FSA.
Intended Outcome	Increase math proficiency by 5%
Point Person	Charles Pemberton Jr. (charles.pembertonjr@polk-fl.net)

Action Step	
Description	1. Provide professional develop on math workshop 2. Implementation of Reflex Math to build students fact fluency and number sense. 3. Math manipulatives will be purchased to build concrete math understanding in our students. 4. Math parent night will be provided to teach parents about math workshop and number sense as well as providing parents with number sense resources to implement in the home.
Person Responsible	Shelley Reinacher (shelley.reinacher@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Classroom walkthroughs, lesson plans, data chats
Person Responsible	Charles Pemberton Jr. (charles.pembertonjr@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.

Alturas Elementary works to build positive relationships with families by offering a variety of school events including a variety of academic nights. The mission of Alturas Elementary School is for all of our students to demonstrate academic achievement at or above the expected level of performance as defined by the Florida Department of Education. This is communicated through high expectations for both students and staff, effective communication with families and keeping engaging students in rigorous lessons designed by highly qualified teachers.

To increase the number of parents attending the Annual Meeting by 10%

To increase the amount of building capacity activities

PFEP Link
The school completes a Parental Involvement Plan (PFEP), 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.

To ensure the social-emotional needs of all students are met, students have access to our school guidance counselor. In addition to meeting with students one-on-one, she hosts small social groups that focus on topics like Bullying and Making Friends. Also, teachers and administrations maintain an open door policy that welcomes students to discuss home and classroom issues that are weighing on their mind. For serious issues, the school will reach out to support organizations such as The Hearth Project.

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

To support our incoming students, Alturas Elementary now offers a Title I Pre-K Program to familiarize students with an academic setting before entering Kindergarten. Students and parents will have the opportunity to meet the Pre-K staff before school officially starts.

To support our outgoing cohorts of students, Alturas Elementary will invite Bartow Middle School Staff on campus to share information about transitioning into middle school.

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 1, Part A project funds school-wide services at our eligible and participating Title 1 schools. The Title 1 funds provide supplemental instructional resource and interventions so that all students achieve academic success.
Title 1, Part C project funds assist students that are prioritized by the MEP for supplemental services based on the need and migrant status, as defined by federal and state regulations.
Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists.
Title III provides supplemental resources for English Language Learners and their teachers in Title 1 schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
Title IX-Homeless or HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title 1 provided support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

The MTSS Leadership Team will focus on how to improve student achievement and teacher effectiveness using the Problem Solving Model. The MTSS Leadership Team will meet quarterly (or more frequently as needed) to engage in the following activities:
o Review school-wide, grade level, and teacher data to identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year with screening data or more frequently if new data is available.
o Help teachers design interventions for students in need of tier 2 support by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in making decisions for school, teacher and student improvement.
o Facilitate the process of building consensus, increasing infrastructure (organize interventions into tiers based on the resources available at Alturas) and making decisions about implementation.
o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans

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

We invite various professionals to speak to our 5th grade students to share information about their education and training to be successful in their career.

Part V: Budget	
Total:	**$0.00**