

Sarasota County Schools

Alta Vista Elementary School



2019-20 Schoolwide Improvement Plan

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Alta Vista Elementary School

1050 S EUCLID AVE, Sarasota, FL 34237

www.sarasotacountyschools.net/altavista

Demographics

Principal: Mindy Long

Start Date for this Principal: 7/1/2007

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School KG-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 90% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (54%) 2017-18: B (58%) 2016-17: A (62%) 2015-16: C (51%) 2014-15: A (62%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |

| ESSA Status | TS&I |
|--|------|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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www.sarasotacountyschools.net/altavista

School Demographics

| | | |
|---|--|---|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p> | <p>2018-19 Title I School</p> <p style="font-size: 24px;">Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">88%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="font-size: 24px;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">80%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| Grade | B | B | A | C |

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Purpose and Outline of the SIP

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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 | Job Duties and Responsibilities |
|--------------------|---------------------|--|
| Shirley, Barbara | Principal | <p>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, Meredith McArthur, Beth Wilson, Laura Busenburg, Krystine Schiding, Tene Francis. The leadership of Principal, Dr. Barbara Shirley and Assistant Principal, Meredith McArthur, 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.</p> |
| McWilliams, Kelly | Other | |
| Wilson, Beth | Instructional Coach | |
| Busenburg, Laura | Instructional Coach | <p>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.</p> |
| Schiding, Krystine | Teacher, ESE | |
| Francis, Tene | School Counselor | |
| McArthur, Meredith | Assistant Principal | |
| Anderson, Laura | Teacher, K-12 | |
| Daley, Lisa | Teacher, K-12 | |
| Hall, Kimberly | Teacher, K-12 | |

| Name | Title | Job Duties and Responsibilities |
|---------------------|---------------|--|
| Kellemen, Alex | Teacher, K-12 | 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. |
| O'Brienswope, Emily | Teacher, K-12 | |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 71 | 72 | 81 | 78 | 97 | 94 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 493 |
| Attendance below 90 percent | 3 | 10 | 12 | 10 | 17 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |
| One or more suspensions | 1 | 1 | 1 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Course failure in ELA or Math | 0 | 1 | 9 | 8 | 11 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 6 | 10 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 1 | 0 | 1 | 4 | 8 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |

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 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FTE units allocated to school (total number of teacher units)

38

Date this data was collected or last updated

Monday 9/16/2019

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 3 | 2 | 1 | 8 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 3 | 2 | 1 | 8 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 61% | 68% | 57% | 58% | 68% | 55% |
| ELA Learning Gains | 56% | 62% | 58% | 58% | 63% | 57% |
| ELA Lowest 25th Percentile | 57% | 53% | 53% | 57% | 54% | 52% |
| Math Achievement | 66% | 73% | 63% | 72% | 72% | 61% |

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| Math Learning Gains | 51% | 67% | 62% | 77% | 68% | 61% |
| Math Lowest 25th Percentile | 40% | 53% | 51% | 67% | 57% | 51% |
| Science Achievement | 49% | 65% | 53% | 45% | 64% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|---------|---------|---------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 71 (0) | 72 (0) | 81 (0) | 78 (0) | 97 (0) | 94 (0) | 493 (0) |
| Attendance below 90 percent | 3 (17) | 10 (7) | 12 (9) | 10 (13) | 17 (8) | 11 (17) | 63 (71) |
| One or more suspensions | 1 (3) | 1 (7) | 1 (6) | 1 (7) | 3 (4) | 3 (4) | 10 (31) |
| Course failure in ELA or Math | 0 (0) | 1 (7) | 9 (2) | 8 (7) | 11 (3) | 28 (3) | 57 (22) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 6 (20) | 10 (18) | 26 (15) | 42 (53) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 70% | 70% | 0% | 58% | 12% |
| | 2018 | 55% | 68% | -13% | 57% | -2% |
| Same Grade Comparison | | 15% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 57% | 67% | -10% | 58% | -1% |
| | 2018 | 65% | 67% | -2% | 56% | 9% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | 2% | | | | |
| 05 | 2019 | 52% | 68% | -16% | 56% | -4% |
| | 2018 | 63% | 66% | -3% | 55% | 8% |
| Same Grade Comparison | | -11% | | | | |
| Cohort Comparison | | -13% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 75% | 73% | 2% | 62% | 13% |
| | 2018 | 68% | 72% | -4% | 62% | 6% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 04 | 2019 | 61% | 72% | -11% | 64% | -3% |
| | 2018 | 69% | 71% | -2% | 62% | 7% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | -7% | | | | |
| 05 | 2019 | 59% | 70% | -11% | 60% | -1% |
| | 2018 | 73% | 72% | 1% | 61% | 12% |
| Same Grade Comparison | | -14% | | | | |
| Cohort Comparison | | -10% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 48% | 65% | -17% | 53% | -5% |
| | 2018 | 57% | 67% | -10% | 55% | 2% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 34 | 55 | 61 | 37 | 33 | 36 | 18 | | | | |
| ELL | 57 | 54 | 52 | 69 | 51 | 35 | 42 | | | | |
| BLK | 52 | 45 | 50 | 54 | 45 | 42 | 50 | | | | |
| HSP | 62 | 57 | 58 | 70 | 53 | 35 | 41 | | | | |
| WHT | 72 | 65 | | 70 | 50 | | 64 | | | | |
| FRL | 58 | 56 | 58 | 63 | 50 | 41 | 44 | | | | |
| 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 | | | | |

| 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 |
| 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 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 55 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 60 |
| Total Points Earned for the Federal Index | 440 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 38 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 53 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|--|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 48 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 54 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 64 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 53 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that demonstrated the lowest performance was Math Lowest 25th Percentile - 40% had the lowest performance. This has not been a trend for Alta Vista. One contributing factor to these low performance scores is the teacher moves that occurred throughout the course of the year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There are two data components that showed the greatest decline from SY 2018 to SY 2019.
 Math Lowest 25th Percentile - dropped 11 points (2018 - 51%, 2019 - 40%)
 Science Achievement - dropped 11 points (2018 - 60%, 2019 - 49%)
 One contributing factor to these low performance scores is the teacher moves that occurred throughout the course of the year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There are two data components that showed the greatest gap when compared to the state average.
 Math Learning Gains - 11 point difference (AVE - 51%, State 62%)
 Math Lowest 25th Percentile - 11 point difference (AVE 40%, State 51%)

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was ELA Lowest 25th Percentile - 14 point increase (2018 - 43%, 2019 - 57%).

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance
 Level 1 on statewide assessments (Grade 5)

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD - Math LG and Math LG L25%
2. SWD - ELA, Math, and Science Achievement
3. Overall Science Achievement
4. Math Lowest 25th Percentile Gains
5. Overall Math Achievement

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|---|
| #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 48 students who performed in lowest 25% on FSA. |
| State the measurable outcome the school plans to achieve | By the year 2020, there will be a minimum of four percentage point increase, from 57% to 61%, in the number of students demonstrating a learning gain in the lowest quartile for English Language Arts. |
| Person responsible for monitoring outcome | Barbara Shirley (barbara.shirley@sarasotacountyschools.net) |
| Evidence-based Strategy | <p>Maintain fidelity to a standards-based instructional reading program</p> <ul style="list-style-type: none"> •At-risk students will be provided with daily targeted skill instruction •Flexible differentiated skill-based guided reading groups will be implemented in all classrooms based on achievement levels and skills and data analysis of progress monitoring assessment results. The Striving Reader Decision Tree for grades K-1 and 2-5 will be used to guide this process. •Integration of supplemental supportive reading materials into instruction to enhance standards-based instruction and student learning •Differentiate literacy centers and independent work using accountability measures to progress monitor student mastery of standards •Focus on visible learning through teacher/student clarity of learning intentions and success criteria. •The Eagle Flight team, comprised of the administrative leadership support team, will meet with individual students in grades 3-5, four times a year to set strategic goals focusing on academics •Contracted Intervention Teachers provide strategic small group instruction to students identified within the lowest quartile. <p>Infuse Reading Wonders, supplemental curriculum resource materials, and computer-based learning systems into instruction and learning</p> <ul style="list-style-type: none"> •Use Instructional Focus Guide •Words Their Way (grades K-3) curriculum and online resources •Ready LAFS books (grades 2-5) •Thinking Maps •Targeted challenge curriculum materials •Strategic intervention curriculum materials •Curriculum resource room materials •Classroom and theme libraries •Leveled readers •Science leveled readers •i-Ready Instructional Tools/Prescriptive teaching <p>Strengthen and increase vocabulary using the following strategies and curriculum materials:</p> <ul style="list-style-type: none"> •Accountable Talk •Direct instruction of academic vocabulary •Use Instructional Focus Guide |
| Rationale for Evidence-based Strategy | |

- Words Their Way (gr. K-3)
- Ready LAFS books (gr. 2-5)
- Use of Reading Wonders vocabulary resources for interventions
- Infuse science and math vocabulary
- Vocabulary word and picture cards
- Sequencing cards
- Photo cards
- Word Work - word sorts, word walls, morphology
- Multiple meaning words

Progress monitoring includes:

- Data Chats
- Common Assessments
- i-Ready Progress Monitoring
- DAR/OTM as needed - diagnostic
- Weekly/Theme Tests
- Fluency checks - weekly graphs
- i-Ready Reports

Action Step

- Discuss and evaluate individual student progress through an item analysis of progress monitoring data.
- Develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs.
- Use the Instructional Focus Guide (IFG) to discuss and align instructional pacing throughout the year.
- Share instructional strategies and interventions to differentiate instruction and meet individual student learning needs.
- Share instructional flipcharts and resources.
- Share and analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps.
- Ongoing identification and implementation of MTSS plans for at-risk students (attendance, behavior, mental health and academics concerns).
- Share effective school and district resources that support appropriate or needed interventions and strategies for at-risk students.

Description

Professional development focused on Visible Learning, Accountable Talk, Vocabulary, Depth of Knowledge, Quality Science, ELA, Math and Writing Instruction, Classroom and Behavior Management, Mental Health, PBS, CHAMPS, Differentiated Instruction, Small Group Instruction and Intervention Strategies, and Responsive Instruction for SWST

Person Responsible

Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

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| #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 39 identified ESE students. |
| State the measurable outcome the school plans to achieve | By the year 2020, there will be a minimum of four percentage point increase, from 55% to 59%, in the number of ESE students demonstrating a learning gain on FSA-ELA. |
| Person responsible for monitoring outcome | Barbara Shirley (barbara.shirley@sarasotacountyschools.net) |
| Evidence-based Strategy | <p>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. 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.</p> <p>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. 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. ESE student learning gains on AP2 will be evaluated by fourth and fifth grade teachers. Student monitoring procedures and goals will be reviewed with teachers who will revise goals with measurable progress monitoring steps with ESE students. Progress monitoring will take place during weekly PLC meetings and individual coaching sessions with teachers. 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.</p> |
| Rationale for Evidence-based Strategy | |
| 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,</p> |

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. 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.

**Person
Responsible**

Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

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| #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 27 identified ESOL students. |

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| State the measurable outcome the school plans to achieve | By the year 2020, there will be a minimum of four percentage point increase, from 54% to 58%, in the number of ESOL students demonstrating a learning gain on FSA-ELA. |
| Person responsible for monitoring outcome | Barbara Shirley (barbara.shirley@sarasotacountyschools.net) |
| Evidence-based Strategy | <p>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. Instructional Coaches will consistently monitor ESOL student progress when working individually with general education and ESOL paraprofessionals during PLC meetings. 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 biweekly 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.</p> <p>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.</p> |
| Rationale for Evidence-based Strategy | |

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| Action Step | |
| Description | 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. Learning gains will be monitored to track progress of ESOL students in achieving their goals. Progress monitoring will take place during weekly PLC meetings and individual coaching sessions with teachers 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 skillbased 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)

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| #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 historical data (17/18 and 18/19) supporting learning gains and the decrease in percentage. |
| State the measurable outcome the school plans to achieve | By the year 2020, there will be a minimum of four percentage point increase of proficiency, from 61% to 65%, on the FSA-ELA. |
| Person responsible for monitoring outcome | Barbara Shirley (barbara.shirley@sarasotacountyschools.net) |
| Evidence-based Strategy | <p>Maintain fidelity to a standards-based instructional reading program</p> <ul style="list-style-type: none"> •Reading block to include standards-based instruction through whole group instruction and small group instruction •Flexible differentiated skill-based guided reading groups, implemented in all classrooms based on achievement levels and skills and data analysis of progress monitoring assessment results. The Striving Reader Decision Tree for grades K-1 and 2-5 will be used to guide this process. •Integration of supplemental supportive reading materials into instruction to enhance standards-based instruction and student learning •Enhance and differentiate literacy centers and independent work using accountability measures to progress monitor student mastery of standards •Integrate teacher created explicit standards-based questioning strategies •Intentional focus on writing through the implementation of Top Score Writing for grades 2-5. Focus on informational and opinion-based writing •Focus on visible learning through teacher/student clarity of learning intentions and success criteria. •Contracted Intervention Teachers provide strategic small group instruction to students identified as “bubble” students. <p>Infuse Reading Wonders, supplemental curriculum resource materials, and computer-based learning systems into instruction and learning</p> <ul style="list-style-type: none"> •Use Instructional Focus Guide •Words Their Way (grades K-3) curriculum and online resources •Ready LAFS books (grades 2-5) •Thinking Maps |
| Rationale for Evidence-based Strategy | <ul style="list-style-type: none"> •Targeted challenge curriculum materials •Strategic intervention curriculum materials •Curriculum resource room materials •Classroom and theme libraries •Leveled readers •i-Ready Instructional Tools/Prescriptive teaching •Top Score Writing (Grades 2-5) <p>Strengthen and increase vocabulary using the following strategies and curriculum materials:</p> |

- Accountable Talk
- Direct instruction of academic vocabulary
- Use Instructional Focus Guide
- Words Their Way (gr. K-3)
- Ready LAFS books (gr. 2-5)
- Use of Reading Wonders vocabulary resources for interventions, ELLs
- Infuse science and math vocabulary
- Vocabulary word and picture cards
- Sequencing/photo cards
- Word Work - word sorts, word walls, morphology
- Multiple meaning words

Progress monitoring includes:

- Data Chats
- Common Assessments
- i-Ready Progress Monitoring and reports
- DAR/OTM as needed - diagnostic
- Weekly/Theme Tests
- Fluency checks - weekly graphs

Action Step

- Discuss and evaluate individual student progress through an item analysis of progress monitoring data
- Develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs
- Use the Instructional Focus Guide (IFG) to discuss and align instructional pacing throughout the year
- Share instructional strategies and interventions to differentiate instruction and meet individual student learning needs
- Share instructional flipcharts and resources
- Share and analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps
- Ongoing identification and implementation of MTSS plans for at-risk students (attendance, behavior, mental health and academics concerns)
- Share effective school and district resources that support appropriate or needed interventions and strategies for at-risk students

Description

Professional development focused on Visible Learning, Accountable Talk, Vocabulary, Depth of Knowledge, Quality Science, ELA, Math and Writing Instruction, Classroom and Behavior Management, Mental Health, PBS, CHAMPS, Differentiated Instruction, Small Group Instruction and Intervention Strategies, and Responsive Instruction for SWST

Person Responsible

Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

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| #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 48 students who performed in lowest 25% on FSA Mathematics. |
| State the measurable outcome the school plans to achieve | By the year 2020, there will be a minimum of four percentage point increase, from 40% to 44%, in the number of students demonstrating a learning gain in the lowest quartile in mathematics. |
| Person responsible for monitoring outcome | Barbara Shirley (barbara.shirley@sarasotacountyschools.net) |
| Evidence-based Strategy | <p>Maintain fidelity to a standards-based math instructional program</p> <p>Teacher-led small group differentiated instruction</p> <p>At-risk students will be provided with daily iii skill target instruction</p> <p>Enhance math instruction by using strategic questioning strategies as modeled in the i-Ready Standards Based Assessments</p> <p>Focus on visible learning through teacher/student clarity of learning intentions and success criteria.</p> <p>Infuse Go Math Guide to Plan for Success (GPS), Success Criteria for the year, supplemental curriculum resource materials, and computer-based learning systems into instruction and learning.</p> <p>Create flexible differentiated skill-based teacher led math groups driven by achievement, progress monitoring, and data analysis</p> <p>Eagle Flight team comprised of the administrative leadership support team will meet with students in grades 3-5, four times a year. The goal is to set strategic goals focusing on academics, attendance and behavior</p> <p>Contracted Intervention Teachers provide strategic small group instruction to students identified within the lowest quartile in addition to “bubble” students</p> <p>During individual teacher data chats with administrators and instructional coaches, students performing in lowest 25% of each class will be identified based on i-Ready data/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. 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.</p> |
| Rationale for Evidence-based Strategy | |
| Action Step | |
| Description | <p>Discuss and evaluate individual student progress through an item analysis of progress monitoring data</p> <p>Develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs</p> <p>Use the Maximizing Math Mentality resource to discuss and align instructional pacing</p> |

throughout the year

Share instructional strategies and interventions to differentiate instruction and meet individual student learning needs

Share instructional flipcharts and resources

Share and analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps

Ongoing identification and implementation of MTSS plans for at-risk students (attendance, behavior, mental health and academics concerns)

Share effective school and district resources that support appropriate or needed interventions and strategies for at-risk students

Instructional Coaches will have specific roles in supporting teachers and students in the math instructional plan.

Differentiate math centers and independent work using accountability measures to progress monitor student mastery of standards

Infuse math vocabulary consistently throughout instruction

Incorporate everyday math concepts that connect to the real world

i-Ready math instructional program – Achieve 45 minutes, i-Ready Response to Instruction reports reviewed weekly to reteach/extend concepts/skills

Professional development focused on Visible Learning, Maximizing Math Mentality, Accountable Talk, vocabulary development, Differentiated Instruction, small group instruction, intervention strategies, math standards and instruction

Professional Development: Standards-Based Instruction Differentiated Instruction i-Ready Training

**Person
Responsible**

Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

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| #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 39 students identified ESE students. |
| State the measurable outcome the school plans to achieve | By the year 2020, there will be a minimum of four percentage point increase, from 33% to 37%, in the number of ESE students demonstrating a learning gain on FSA-Mathematics. |
| Person responsible for monitoring outcome | Barbara Shirley (barbara.shirley@sarasotacountychools.net) |
| Evidence-based Strategy | <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% 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.</p> <p>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. 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. 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. ESE teachers will meet with coaches to monitor their students' progress and adjust instruction as needed.</p> |
| Rationale for Evidence-based Strategy | |
| Action Step | |
| Description | <p>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. Instructional Coaches will monitor student progress on a continuous basis when working individually with teachers and during PLC's. Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual student learning needs. 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. Student monitoring procedures and goals will be reviewed with teachers who will review goals with measurable progress monitoring steps with students. Progress</p> |

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. 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.

**Person
Responsible**

Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

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| #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 27 identified ESOL students. |
| State the measurable outcome the school plans to achieve | By the year 2020, there will be a minimum of four percentage point increase, from 51% to 55%, in the number of ESOL students demonstrating a learning gain on FSA-Mathematics. |
| Person responsible for monitoring outcome | Barbara Shirley (barbara.shirley@sarasotacountyschools.net) |
| Evidence-based Strategy | <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.</p> <p>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. 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. ESOL teachers will meet with coaches to monitor their students' progress and adjust instruction as needed.</p> |
| Rationale for Evidence-based Strategy | |
| Action Step | |
| Description | 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.

**Person
Responsible**

Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

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| #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. |
| State the measurable outcome the school plans to achieve | By the year 2020, there will be a minimum of four percentage point increase of proficiency, from 66% to 70%, on the FSA Mathematics. |
| Person responsible for monitoring outcome | Barbara Shirley (barbara.shirley@sarasotacountyschools.net) |
| Evidence-based Strategy | <p>Maintain fidelity to a standards-based math instructional program</p> <p>Teacher-led small group differentiated instruction</p> <p>At-risk students will be provided with daily iii skill target instruction</p> <p>Infuse and model i-Ready Standards Based Assessment language into daily instruction</p> <p>Enhance math instruction by using strategic questioning strategies as modeled in the i-Ready Standards Based Assessments</p> <p>Focus on visible learning through teacher/student clarity of learning intentions and success criteria.</p> <p>Create flexible differentiated skill-based teacher led math groups driven by achievement, progress monitoring, and data analysis</p> <p>Eagle Flight team comprised of the administrative leadership support team will meet with students in grades 3-5, four times a year. The goal is to set strategic goals focusing on academics, attendance and behavior</p> <p>Contracted Intervention Teachers provide strategic small group instruction to students identified within the lowest quartile and “bubble” students</p> <p>i-Ready math instructional program – Achieve 45 minutes, i-Ready Response to Instruction reports reviewed weekly to reteach/extend concepts/skills</p> |
| Rationale for Evidence-based Strategy | <p>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. There will be an ongoing evaluation of the instructional plan and adjustments made to ensure students and teachers are on track in meeting achievement goals. Teachers and grades K-3 will evaluate learning gains when comparing i-Ready Diagnostic AP1 to AP2. 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. 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. 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.</p> |
| Action Step | |
| Description | <p>Discuss and evaluate individual student progress through an item analysis of progress monitoring data</p> <p>Develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs</p> <p>Use the Maximizing Math Mentality resource to discuss and align instructional pacing</p> |

throughout the year

Share instructional strategies and interventions to differentiate instruction and meet individual student learning needs

Share instructional flipcharts and resources

Share and analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps

Ongoing identification and implementation of MTSS plans for at-risk students (attendance, behavior, mental health and academics concerns)

Share effective school and district resources that support appropriate or needed interventions and strategies for at-risk students

Enhance and differentiate math centers and independent work using accountability measures to progress monitor student mastery of standards

Infuse math vocabulary consistently throughout instruction

Incorporate everyday math concepts that connect to the real world

Infuse Go Math Guide to Plan for Success (GPS), Success Criteria for the year, supplemental curriculum resource materials, and computer-based learning systems into instruction and learning.

Integrating supplemental supportive math materials to enhance standards-based instruction and student learning

Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual student learning needs.

Professional development focused on Visible Learning, Maximizing Math Mentality, Accountable Talk, vocabulary development, Differentiated Instruction, small group instruction, intervention strategies, math standards and instruction

Professional Development: Standards-Based Instruction Differentiated Instruction i-Ready Training

**Person
Responsible**

Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

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| #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. |
| State the measurable outcome the school plans to achieve | By the year 2020, there will be a minimum of a four percentage point increase in proficiency, from 49% to 54%, on the Grade 5 NGSSS Statewide Assessment. |
| Person responsible for monitoring outcome | Barbara Shirley (barbara.shirley@sarasotacountyschools.net) |
| Evidence-based Strategy | <p>Standards based science instruction will be taught daily by classroom teachers in grades K-5</p> <p>Fourth and Fifth Grade students will be provided an additional Science class on the Specials wheel</p> <p>Fair Game Standards will be reviewed during classroom instruction and extra Specials Science Class rotation.</p> <p>Hands-on labs will reinforce science standards and connect science to the real world.</p> <p>Science instruction will be integrated into each core content area, where appropriate.</p> <p>Teachers will collaborate and align science instruction school-wide using Science Pacing Guide.</p> <p>Differentiated literacy centers will incorporate science-based literature and reinforce vocabulary and concepts</p> <p>Provide intensive remedial science instruction in After-School Tutorial Program based on results from Science Inventory</p> <p>Create a school-wide STEM Fair involving individual participation in grades 3, 4 & 5 and class projects for grades K-2.</p> <p>Instruction in Scientific Method will be provided for students and parents during the three Science STEM Fair Information Nights</p> <p>Classroom teachers will participate in on-going data chats with instructional coaches. Student assessment of the mini benchmarks data will be recorded</p> |
| Rationale for Evidence-based Strategy | <p>on a grade level spreadsheets and an item analysis will be completed.</p> <p>Assessments will be used to reteach specific standards that students have not mastered.</p> |
| Action Step | |
| Description | <p>Discuss and evaluate individual student progress through an item analysis of progress monitoring data</p> <ul style="list-style-type: none"> •Develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs •Use the Science Pacing Guide to discuss and align instructional pacing throughout the year •Share instructional strategies and interventions to differentiate instruction and meet individual student learning needs •Share instructional flipcharts and resources •Share and analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps •Ongoing identification and implementation of MTSS plans for at-risk |

students (attendance, behavior, mental health and academics concerns)
•Share effective school and district resources that support appropriate or needed interventions and strategies for at-risk students
•All grade levels will have a representative on the Science Committee
Incorporate science leveled-readers, Scholastic News, and National Geographic for Kids into instruction
Infuse Defined STEM into instruction

Person Responsible

Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

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| #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. |
| State the measurable outcome the school plans to achieve | By the year 2020, Alta Vista will reduce the number of suspensions from 33 to 28. |
| Person responsible for monitoring outcome | Barbara Shirley (barbara.shirley@sarasotacountyschools.net) |
| Evidence-based Strategy | 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 with multiple infractions are identified as needing Tier II and/or III interventions (TPS data collection) and may eventually support the development of FBA/ BIPs. |
| Rationale for Evidence-based Strategy | 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. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Behavior data is collected daily and analyzed on a monthly basis to identify students in need of strategic interventions. 2. Students are discussed at support team meetings to establish continuous communication and assure consistency. 3. A school-wide OneNote Notebook (updated yearly) has all data recorded to support transparency. 4. 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. 5. Students with 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) |

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| #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. |

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| State the measurable outcome the school plans to achieve | By the year 2020, there will be a decrease in the number of students considered to have moderate or chronic absenteeism from the previous year. |
| Person responsible for monitoring outcome | Barbara Shirley (barbara.shirley@sarasotacountyschools.net) |
| Evidence-based Strategy | 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. |
| Rationale for Evidence-based Strategy | |

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| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Grade level attendance reports are created through SIS on a weekly basis and results are recorded on grade level spreadsheets. 2. These spreadsheets are available to all staff on the AVE 2019-2020 Handbook OneNote. 3. Current attendance data is discussed at weekly support team meetings to establish consistent communication. 4. All attendance is being monitored by our Home School Liaison and Special Projects Coordinator. They schedule meetings with families who are experiencing moderate to chronic absenteeism and create a plan to assist the families and student with their attendance. |
| Person Responsible | Barbara Shirley (barbara.shirley@sarasotacountyschools.net) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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, "Team Aguila" - monthly parent workshops based on a needs assessment that build community and partnership; 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.

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.

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, one social workers, one home school liaison, 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 JFCS, 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. Positive Behavior Support and Restorative Circles are an integral part of each school day. 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. 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.

Over the past year, we have focused on creating a "home" for our EagleSWAG program and laid the foundation for current and future work. The students who have participated in the EagleSWAG program

integrated the A4 Principles for Success (Attendance, positive Attitude, personal Achievements {both academic and nonacademic} and Accountability) by developing a growth mindset aligned with their educational plans. Last year, we implemented the following:

- EagleSWAG college, career and life curriculum
- Kindergarten through fifth grade college and career exploration
- Middle school exploratory for parents and students
- A Passport for Success created by students based on the A4 principles for success and their personal interests and goals
- Annual Grad Walk and Senior Symposium with Alta Vista alumni graduating from high school, current fifth grade graduating students, and our parents who have attended and graduated from our 2Gen Adult programs
- Work with small groups of students to enhance their Passport for Success and create Vision Boards focused on interests, goals and career paths which will be shared through a gallery walk during a “SWAG Night”
- Develop a community-based speaker series to provide information on career clusters, educational opportunities, employability skills and goal setting for both students and parents
- Plan and support alternate learning experiences (field trips) for students in grades 3, 4 and 5 that provide opportunities to visit Sarasota High School, Suncoast Technical College, Ringling College of Art and Design, and New College
- Work hand in hand with parents to help them navigate the educational system as their child moves from elementary to middle school
- Enhance Eagle Academy and Parent University through programming that supports college, career and life exploration
- Connect with our 2Gen Career Navigator to provide parents with experiences to explore college, career, and vocational opportunities

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

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| 1 | III.A. | Areas of Focus: The lowest 25% of students will make learning gains on FSA English Language Arts. | | | | \$54,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 2110 | 100-Salaries | 0012 - Alta Vista Elementary School | Title, I Part A | | \$54,021.00 |
| <i>Notes: Notes</i> | | | | | | |
| 2 | III.A. | Areas of Focus: Students identified as ESE will make learning gains on FSA-ELA. | | | | \$54,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 2110 | 100-Salaries | 0012 - Alta Vista Elementary School | Title, I Part A | | \$54,021.00 |
| <i>Notes: Notes</i> | | | | | | |
| 3 | III.A. | Areas of Focus: Students identified as ESOL will make learning gains on FSA-ELA. | | | | \$54,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 2110 | 100-Salaries | 0012 - Alta Vista Elementary School | Title, I Part A | | \$54,021.00 |

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| | | | | | | Notes: Notes |
| 4 | III.A. | Areas of Focus: There will be an increase in proficiency on FSA-ELA. | | | | \$54,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 2110 | 100-Salaries | 0012 - Alta Vista Elementary School | Title, I Part A | | \$54,021.00 |
| | | | | | | Notes: Notes |
| 5 | III.A. | Areas of Focus: The lowest 25% of students will make learning gains on FSA Mathematics. | | | | \$54,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 2110 | 100-Salaries | 0012 - Alta Vista Elementary School | Title, I Part A | | \$54,021.00 |
| | | | | | | Notes: Notes |
| 6 | III.A. | Areas of Focus: Students identified as ESE will make learning gains on FSA Mathematics | | | | \$54,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 2110 | 100-Salaries | 0012 - Alta Vista Elementary School | Title, I Part A | | \$54,021.00 |
| | | | | | | Notes: Notes |
| 7 | III.A. | Areas of Focus: Students identified as ESOL will make learning gains on FSA Mathematics. | | | | \$54,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 2110 | 100-Salaries | 0012 - Alta Vista Elementary School | Title, I Part A | | \$54,021.00 |
| | | | | | | Notes: Notes |
| 8 | III.A. | Areas of Focus: There will be an increase in proficiency on FSA Mathematics. | | | | \$54,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 2110 | 100-Salaries | 0012 - Alta Vista Elementary School | Title, I Part A | | \$54,021.00 |
| | | | | | | Notes: Notes |
| 9 | III.A. | Areas of Focus: There will be an increase in proficiency on the grade 5 NGSSS State Wide Science Assessment. | | | | \$54,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 2110 | 100-Salaries | 0012 - Alta Vista Elementary School | Title, I Part A | | \$54,021.00 |
| | | | | | | Notes: Notes |
| 10 | III.A. | Areas of Focus: There will be a decrease in the total number of student suspensions. | | | | \$54,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 2110 | 100-Salaries | 0012 - Alta Vista Elementary School | Title, I Part A | | \$54,021.00 |

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|---------------|---------------|---|-------------------------------------|-----------------|-----|---------------------|
| | | | | | | <i>Notes: Notes</i> |
| 11 | III.A. | Areas of Focus: There will be a decrease in the total number of students who have moderate to chronic absenteeism. | | | | \$54,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 2110 | 100-Salaries | 0012 - Alta Vista Elementary School | Title, I Part A | | \$54,021.00 |
| | | | | | | <i>Notes: Notes</i> |
| Total: | | | | | | \$594,231.00 |