Alta Vista Elementary School

2019-20 Schoolwide Improvement Plan

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Alta Vista Elementary School

801 SCENIC HWY S, Haines City, FL 33844

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

Demographics

Principal: Celeste Stewart

Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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)	100%
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* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: C (45%) 2016-17: C (44%) 2015-16: D (40%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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 Polk 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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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Stewart, Celeste	Principal	
	Dean	-Provide interventions and/or consequences to students in violation of the code of conduct -Assist teachers in identification of strategies to improve student behavior -Facilitate school-wide PBIS implementation -Monitor and report disciplinary trends or concerns across the campus -Provide opportunity for restorative justice practices to be implemented
Holbrook, Angel	Instructional Technology	-Troubleshoot network and other technological issues -Provide mentoring and modeling in the use of technology to teachers of various skill levels -Manage the inventory of technology on campus -Ensure that computers and other technology are kept updated and meeting district requirements -Manage distribution and collection of appropriate technology for staff and student use
Gamez, Sandra	Instructional Coach	-Serve as a resource to teachers in the math subject area -Facilitate planning session meetings to collaboratively design plans with teachers -Visit classroom and provide helpful feedback in an effort to improve instructional outcomes -Demonstrate model lessons and strategy usage -Analyse data and provide teachers with guidance on lesson design based on outcomes
Huston, Blaze	Teacher, K-12	-Analyse student data to strategically provide support to students with deficiencies in math -Visit classrooms in order to provide push-in instruction based on data -Assist with Title I compliance and expenditure process -Serve as a resource to teachers for instructional practices, strategies, or materials -Liaison with community stakeholders
Chapman, Rosemary	Instructional Media	-Monitor AR statistics and provide feedback to leadership team and teachers -Inventory and stock appropriate and sufficient reading materials -Provide instruction in media and technology to student groups -Ensure circulation of student and teacher materials
Gaymont, Stephen	Assistant Principal	-Support the principal in the instructional leadership of the school -Monitor instructional practices at the school and provide actionable

Name	Title	Job Duties and Responsibilities
		feedback to teachers to improve -Organize and facilitate all testing materials and requirements, as well as planning their delivery -Monitor compliance with ESOL procedures and required paperwork -Provide support to teachers in a variety of instructional and student discipline areas
Clark, Sophia	Instructional Coach	-Serve as a resource to teachers in the ELA subject area -Facilitate planning session meetings to collaboratively design plans with teachers -Visit classroom and provide helpful feedback in an effort to improve instructional outcomes -Demonstrate model lessons and strategy usage -Analyse data and provide teachers with guidance on lesson design based on outcomes
Diaz, Jose	School Counselor	-Monitor data pertaining to MTSS and RTI -Provide instruction in social and emotional learning and strategies -Serve as the contact for Exceptional Student services and strategies -Provide support to students pertaining to crisis intervention and identifying supports -Assist in the compliance to ESE laws and procedures

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	101	110	108	103	115	101	0	0	0	0	0	0	0	638
Attendance below 90 percent	19	23	21	14	17	8	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	0	3	1	0	0	0	0	0	0	0	4
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	20	23	22	0	0	0	0	0	0	0	65

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	0	0	0	12	10	5	0	0	0	0	0	0	0	27

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	1	2	1	20	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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

36

Date this data was collected or last updated

Thursday 8/15/2019

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	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 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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	26	27	24	31	19	27	0	0	0	0	0	0	0	154
One or more suspensions	1	2	4	9	7	8	0	0	0	0	0	0	0	31
Course failure in ELA or Math	1	3	6	9	3	0	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	46	38	46	0	0	0	0	0	0	0	130

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	2	1	3	18	16	16	0	0	0	0	0	0	0	56

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	39%	51%	57%	39%	51%	55%
ELA Learning Gains	44%	51%	58%	45%	53%	57%
ELA Lowest 25th Percentile	41%	49%	53%	47%	50%	52%
Math Achievement	36%	57%	63%	50%	58%	61%
Math Learning Gains	27%	56%	62%	48%	57%	61%
Math Lowest 25th Percentile	25%	47%	51%	41%	49%	51%
Science Achievement	35%	47%	53%	38%	46%	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	101 (0)	110 (0)	108 (0)	103 (0)	115 (0)	101 (0)	638 (0)
Attendance below 90 percent	19 (0)	23 (0)	21 (0)	14 (0)	17 (0)	8 (0)	102 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	1 (0)	4 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (0)	23 (0)	22 (0)	65 (0)

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	37%	52%	-15%	58%	-21%
	2018	45%	51%	-6%	57%	-12%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	37%	48%	-11%	58%	-21%
	2018	28%	48%	-20%	56%	-28%
Same Grade Comparison		9%				
Cohort Comparison		-8%				
05	2019	35%	47%	-12%	56%	-21%
	2018	36%	50%	-14%	55%	-19%
Same Grade Comparison		-1%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	56%	-23%	62%	-29%
	2018	58%	56%	2%	62%	-4%
Same Grade Comparison		-25%				
Cohort Comparison						
04	2019	44%	56%	-12%	64%	-20%
	2018	44%	57%	-13%	62%	-18%
Same Grade Comparison		0%				
Cohort Comparison		-14%				
05	2019	22%	51%	-29%	60%	-38%
	2018	45%	56%	-11%	61%	-16%
Same Grade Comparison		-23%				
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	45%	-14%	53%	-22%
	2018	39%	51%	-12%	55%	-16%
Same Grade Comparison		-8%				
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	18	32	33	12	23		25				
ELL	36	43	43	35	27	30	30				
BLK	41	42		23	19		43				
HSP	38	43	40	37	27	28	33				
WHT	45	47		42	35		33				
FRL	37	41	35	36	29	28	33				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	3	38	48	34	46	44					
ELL	30	46	50	49	43	38	27				
BLK	34	49	58	47	56	31	22				
HSP	39	49	49	53	45	33	45				
WHT	36	32		48	53						
FRL	36	46	51	51	48	34	40				

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	25	23	39	50	42					
ELL	32	41	48	51	44	43	31				
BLK	33	53	38	34	39	31	19				
HSP	38	42	50	52	48	45	40				
WHT	53	56		53	65		42				
FRL	37	43	46	50	49	35	37				

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)	CS&I
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	297
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

5th grade math showed the lowest performance. There are two major contributing factors to this low performance: 1) A new teacher was tasked with teaching 2/3 of the students in the grade level. 2) The teacher for the remaining 1/3 of the students was out on extended leave and we were unable to obtain a highly qualified substitute. Low collective teacher efficacy and heavy reliance on procedural instruction were also contributing factors.

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

5th grade math proficiency showed the greatest decline in both same grade comparison and cohort comparison. Contributing factors listed in box A.

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.

5th grade math proficiency (22%) had the greatest gap when compared to the state average of 60% Contributing factors listed in box A

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

The 5th grade cohort showed the most improvement in ELA. As 4th graders only 28% of the group was proficient and we saw that number rise to 35% as 5th graders. New actions included great focus by the teachers on a team based approach to learning. The teachers embraced teaming structures and used them consistently throughout the year.

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

The largest concern with the EWS data is in relation to attendance. Last year, we had 154 students who had attendance rates below 90%.

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

1. Math instruction
2. Tight target/task alignment to the full depth of the standard across subject areas
3. Student Engagement
4. Improving attendance
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	While the overall percent of students proficient in grades 3-5 increased 1 percentage point from the previous school year, we still lag considerably behind the district and state. With only 39% of our students proficient, there is a great need for continued focus on strong foundational reading instruction at all grade levels.

State the measurable outcome the school plans to achieve	All subgroups will increase proficiency and make learning gains as evidenced by the FSA assessment.
Person responsible for monitoring outcome	Celeste Stewart (celeste.stewart@polk-fl.net)
Evidence-based Strategy	Collaborative planning sessions will be closely guided by administration and coaches. In addition to curriculum planning, these sessions will focus on data analysis and the implementation of effective learning targets, success criteria, and teaming structures. Administration, school based coaches, and district based coaches will conduct weekly classroom walkthroughs to monitor effectiveness of instruction. Administration will provide feedback at least once per week to each teacher.
Rationale for Evidence-based Strategy	Research shows that collaborative planning allows teachers to work together and use each others strengths to create engaging, standards based lessons. Providing timely feedback will ensure teachers understand what aspects of instruction are effective and which others may need to be sharpened.

Action Step	
Description	1. Strategic scheduling and grouping of students to ensure ESE and ELL teachers are able to maximize the time spent with students who are in need of their services. 2. Provide time for collaborative planning during and after school. After school planning will include special activity pay. Planning and PD sessions will focus on standards based instruction, monitoring for learning, data analysis, creation and use of success criteria, examination of student work, growth mindset, and student ownership of learning. A book study using "Poor Students, Rich Teaching" by Eric Jensen will be implemented during some of these sessions to increase the understanding of our students and how to better engage them. The literacy coach will oversee all sessions to ensure the highest levels of rigor and student engagement in all lessons planned. During these sessions teachers will create whole group and small group plans with an added focus on creating standards based tasks. 3. Administration will attend planning sessions and will follow up with classroom walkthroughs to monitor the implementation and effectiveness of the lessons. 4. Use research based content resources to provide opportunities for reteaching,

remediation and Acceleration. Florida Ready, McGraw Hill leveled readers, Social Studies and Science Weekly, and LLI will be purchased to ensure all teachers have access to the necessary content resources.

5. ESOL teachers and paras will provide targeted interventions to ELL students based on ACCESS and STAR assessment data. Students will be assigned to a staff member based on ACCESS data. This person will be responsible for monitoring the students progress on a weekly basis.

7. Implement Wiley Blevins phonics program in all K-2 classrooms.

8. Provide supplemental personnel supports in classrooms during Power Hour. A reading interventionist and additional Title One paras will be purchased for this purpose.

9. All classrooms will implement the use of learning targets and success criteria. Administration, coaches, and interventionists will attend the Learning Sciences International Conference to increase knowledge in these areas so they are able to support teachers in this implementation. A poster maker and supplies will be purchased so teachers are able to clearly post these learning targets and success criteria.

10. Teaming structures will be used in all classrooms to enhance student collaboration. The Literacy coach will assist teachers in planning for the implementation of these structures. The book "Power of Student Teams" will be purchased for all teachers to use as reference and will be used in planning sessions throughout the year.

11. Purchase new books for the media center and classroom libraries to ensure all students have access to high interest text on their individual levels.

12. Provide after school tutoring for students identified as needing additional support.

13. Targeted 4th and 5th grade students will be invited to attend a field trip to see Aladdin at the Orlando Performing Arts Center. This will give our underprivileged students an opportunity to gain knowledge and experiences that might otherwise not be afforded to them. Students will read the story of Aladdin prior to attending the performance and will be asked to write a text based essay describing the similarities and differences between the book and the performance.

Person Responsible   Celeste Stewart (celeste.stewart@polk-fl.net)

#2	
Title	Math Proficiency
Rationale	During the 2018-2019 our math proficiency dropped to 36% and only 27% of our students made learning gains.
State the measurable outcome the school plans to achieve	All subgroups will increase proficiency and make learning gains as evidenced by the FSA assessment.
Person responsible for monitoring outcome	Celeste Stewart (celeste.stewart@polk-fl.net)
Evidence-based Strategy	Teachers will plan collaboratively with the Math coach during common planning time to create lessons that are tightly aligned with the standards while ensuring they are reaching the full depth of the standard. Teachers will plan lessons to incorporate teaming strategies that will encourage student ownership of their learning while also assessing their level of independent understanding of each standard. Teachers will incorporate the use of success criteria so students are able to monitor their own learning. Targeted small group instruction led by teachers and trained paraprofessionals will provide interventions and enrichment using a combination of Freckle, center activities, Florida Ready, and other research based programs and strategies.
Rationale for Evidence-based Strategy	Research shows that collaborative planning allows teachers to work together and use each others strengths to create engaging, standards based lessons.
Action Step	
Description	1. Strategic scheduling and grouping of students to ensure ESE and ELL teachers are able to maximize the time spent with students who are in need of their services. 2. Provide time for collaborative planning during and after school. After school planning will include special activity pay. Planning and PD sessions will focus on standards based instruction, monitoring for learning, data analysis, creation and use of success criteria, examination of student work, growth mindset, and student ownership of learning. A book study using "Poor Students, Rich Teaching" by Eric Jensen will be implemented during some of these sessions to increase the understanding of our students and how to better engage them. The math coach will oversee all sessions to ensure the highest levels of rigor and student engagement in all lessons planned. During these sessions teachers will create whole group and small group plans with an added focus on creating standards based tasks.

3. Administration will attend planning sessions and will follow up with classroom walkthroughs to monitor the implementation and effectiveness of the lessons.

4. Use research based content resources to provide opportunities for reteaching, remediation during small group and center time. Resources for math centers and small groups will be purchased to ensure all classroom teachers have the necessary tools to create engaging centers and small group lessons. Florida Ready will be purchased for use during this time as well.

5. ESOL teachers and paras will provide targeted interventions to ELL students based on ACCESS and STAR assessment data. Students will be assigned to a staff member based on ACCESS data. This person will be responsible for monitoring the students progress on a weekly basis.

6. Purchase centralized printers for all grade levels to enable teachers to fully implement the remediation portion of Freckle.

7. Provide supplemental personnel supports in targeted classrooms during small group portion of the math block. A math interventionist will be purchased for this purpose.

8. All classrooms will implement the use of learning targets and success criteria. Administration, coaches, and interventionists will attend the Learning Sciences International Conference to increase knowledge in these areas so they are able to support teachers in this implementation. A poster maker and supplies will be purchased so teachers are able to clearly post these learning targets and success criteria.

9. Teaming structures will be used in all classrooms to enhance student collaboration. The Literacy coach will assist teachers in planning for the implementation of these structures. The book "Power of Student Teams" will be purchased for all teachers to use as reference and will be used in planning sessions throughout the year.

10. A Math focused parent night will be held during the first semester to help parents better understand how they can help their child at home. Student agendas will be used to help communicate these events with the parents.
We will need to purchase supplies and food for this event.

11. Provide before school tutoring for students identified as needing additional support.

Person Responsible	Celeste Stewart (celeste.stewart@polk-fl.net)

#3	
Title	Science Proficiency
Rationale	During the 2018-2019 only 35% of our students were proficient in the area of science

State the measurable outcome the school plans to achieve	All subgroups will increase their science proficiency as evidenced by FSA assessment results.
Person responsible for monitoring outcome	Celeste Stewart (celeste.stewart@polk-fl.net)
Evidence-based Strategy	Teachers will plan collaboratively with the district science coach during common planning time to create lessons that are tightly aligned with the standards while ensuring they are reaching the full depth of the standard. Teachers will plan lessons to incorporate teaming strategies that will encourage student ownership of their learning while also assessing their level of independent understanding of each standard. Teachers will incorporate the use of success criteria so students are able to monitor their own learning.
Rationale for Evidence-based Strategy	Research shows that collaborative planning allows teachers to work together and use each others strengths to create engaging, standards based lessons.

Action Step	
Description	1. Provide time for collaborative planning during and after school. After school planning will include special activity pay. Planning and PD sessions will focus on standards based instruction, monitoring for learning, data analysis, creation and use of success criteria, examination of student work, growth mindset, and student ownership of learning. A book study using "Poor Students, Rich Teaching" by Eric Jensen will be implemented during some of these sessions to increase the understanding of our students and how to better engage them. 2. All classrooms will implement the use of learning targets and success criteria. Administration, coaches, and interventionists will attend the Learning Sciences International Conference to increase knowledge in these areas so they are able to support teachers in this implementation. A poster maker will be purchased so teachers are able to clearly post these learning targets and success criteria. 3. Teaming structures will be used in all classrooms to enhance student collaboration. The Literacy coach will assist teachers in planning for the implementation of these structures. The book "Power of Student Teams" will be purchased for all teachers to use as reference and will be used in planning sessions throughout the year.

4. All 5th grade students will be given the opportunity to attend a hands on field trip experience to Kennedy Space Center.

Person Responsible   Stephen Gaymont (stephen.gaymont@polk-fl.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).

N/A

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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:
• Champs - All classrooms use the CHAMPS model for effective behavior management.
• PBIS - PBIS is used to school wide to promote a positive learning environment for all students.
• Mindful Schools
• DrumBeat - Students who need additional social skills instruction are recommended for participation in the Drumbeat program.

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

Alta Vista houses one Title 1 pre-school site and two ESE units. ESE Pre-K students are continuously progress monitored and work within each one of the Individual Educational Plans (IEP). All Preschool teachers complete a data analysis sheet, on each student, for administration to describe specific skills and knowledge as well as the ability to form meaningful relationships. Those with low readiness receive intensive intervention with Speech and Language program plus assistance from local programs such as

Head Start. In April, Pre-K parents are encouraged to attend a Kindergarten Round-Up. Parents with their children are able to tour Kindergarten classrooms and meet teachers. Pre-K parents are also given an orientation to assist in the transition by going over state mandates, district expectations, and Next Generation Sunshine State Standards. Within the first 20 days of Kindergarten, students receive FLKRS, Star Early Literacy, and Pre/Post Assessments to measure academic and physical capabilities. After receiving data Pre-K and Kindergarten teachers meet to discuss strengths and weaknesses of the students. These results assist Pre-K teachers in a needs assessment of last year's outcomes. It also gives Kindergarten teachers a foundation of the student's academic knowledge. Funding for the Pre-K program comes entirely from the District budget. At the end of the school year fifth grade students and their families are encouraged to attend Open House events being held by surrounding middle schools. Middle school representatives come to Alta Vista to discuss expectations and registration procedures with students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

• Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
• Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
• Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
• 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. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.
• Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I 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 I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students..
o Title I, UniSIG provides additional funds to help support strategies and actions steps identified in the school's SIP.

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

N/A

Part V: Budget

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

1	III.A.	Areas of Focus: ELA Proficiency				$350,256.75
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0331 - Alta Vista Elementary School	UniSIG		$104,280.00
			Notes: Recruitment and Retention stipend			
	5100	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG		$8,000.00
			Notes: Recruitment and Retention stipend			
	5100	150-Aides	0331 - Alta Vista Elementary School	UniSIG		$9,000.00
			Notes: Recruitment and Retention stipend			
	5100	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$9,277.92
			Notes: Recruitment and Retention stipend			
	5100	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$230.43
			Notes: Recruitment and Retention stipend			
	5200	120-Classroom Teachers	0331 - Alta Vista Elementary School	UniSIG		$30,000.00
			Notes: Recruitment and Retention stipend			
	5200	150-Aides	0331 - Alta Vista Elementary School	UniSIG		$2,000.00
			Notes: Recruitment and Retention stipend			
	5200	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$2,448.00
			Notes: Recruitment and Retention stipend			
	5200	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$60.80
			Notes: Recruitment and Retention stipend			
	5500	120-Classroom Teachers	0331 - Alta Vista Elementary School	UniSIG		$8,000.00
			Notes: Recruitment and Retention stipend			
	5500	150-Aides	0331 - Alta Vista Elementary School	UniSIG		$3,000.00
			Notes: Recruitment and Retention stipend			
	5500	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$841.50
			Notes: Recruitment and Retention stipend			
	5500	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$20.90

			Notes: Recruitment and Retention stipend			
	6120	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG		$4,000.00
			Notes: Recruitment and Retention stipend			
	6120	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$306.00
			Notes: Recruitment and Retention stipend			
	6120	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$7.60
			Notes: Recruitment and Retention stipend			
	6200	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG		$4,000.00
			Notes: Recruitment and Retention stipend			
	6200	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$306.00
			Notes: Recruitment and Retention stipend			
	6200	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$7.60
			Notes: Recruitment and Retention stipend			
	6400	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG		$8,000.00
			Notes: Recruitment and Retention stipend			
	6400	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$612.00
			Notes: Recruitment and Retention stipend			
	6400	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$15.20
			Notes: Recruitment and Retention stipend			
	7300	110-Administrators	0331 - Alta Vista Elementary School	UniSIG		$8,000.00
			Notes: Recruitment and Retention stipend			
	7300	160-Other Support Personnel	0331 - Alta Vista Elementary School	UniSIG		$4,000.00
			Notes: Recruitment and Retention stipend			
	7300	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$918.00
			Notes: Recruitment and Retention stipend			
	7300	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$22.80
			Notes: Recruitment and Retention stipend			
	6400	510-Supplies	0331 - Alta Vista Elementary School	UniSIG		$5,000.00

			Notes: staff development supplies, chart paper, markers, staff development books			
	5100	510-Supplies	0331 - Alta Vista Elementary School	UniSIG		$6,000.00
			Notes: small group center supplies			
	5100	510-Supplies	0331 - Alta Vista Elementary School	UniSIG		$4,000.00
			Notes: reading resources			
	5100	530-Periodicals	0331 - Alta Vista Elementary School	UniSIG		$10,736.25
			Notes: periodicals- nonfiction text			
	5100	510-Supplies	0331 - Alta Vista Elementary School	UniSIG		$3,300.00
			Notes: Wiley Blevins phonics kits			
	6200	610-Library Books	0331 - Alta Vista Elementary School	UniSIG		$20,000.00
			Notes: supplemental media books			
	5100	510-Supplies	0331 - Alta Vista Elementary School	UniSIG		$16,683.75
			Notes: classroom libraries			
	6300	120-Classroom Teachers	0331 - Alta Vista Elementary School	UniSIG		$6,000.00
			Notes: Stipends for Classroom Teachers participating in curriculum planning after contact hours.			
	6300	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG		$1,799.04
			Notes: Stipends for Other Certified Personnel participating in curriculum planning after contact hours- Guidance Counselor, Network Manager, and Interventionists			
	6300	210-Retirement	0331 - Alta Vista Elementary School	UniSIG		$789.54
			Notes: Retirement			
	6300	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$713.10
			Notes: SS			
	6300	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$17.71
			Notes: WC			
	5100	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG		$49,241.55
			Notes: School Based Reading Interventionist who works with small groups of students in need of remediation			
	5100	210-Retirement	0331 - Alta Vista Elementary School	UniSIG		$4,170.76
			Notes: Retirement			

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$3,766.98
		Notes: SS				
	5100	231-Health and Hospitalization	0331 - Alta Vista Elementary School	UniSIG		$9,048.00
		Notes: Health Insurance				
	5100	232-Life Insurance	0331 - Alta Vista Elementary School	UniSIG		$19.20
		Notes: Life Insurance				
	5100	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$93.56
		Notes: WC				
	6300	140-Substitute Teachers	0331 - Alta Vista Elementary School	UniSIG		$1,522.56
		Notes: Stipends for Provisional Substitute Teachers participating in curriculum planning after contact hours. (Working on certification)				
2	**III.A.**	**Areas of Focus: Math Proficiency**				**$14,775.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	510-Supplies	0331 - Alta Vista Elementary School	UniSIG		$8,775.00
		Notes: extended learning supplies- Math Ready Florida				
	5100	510-Supplies	0331 - Alta Vista Elementary School	UniSIG		$6,000.00
		Notes: Math manipulatives				
3	**III.A.**	**Areas of Focus: Science Proficiency**				**$0.00**
					Total:	**$376,748.63**