

Polk County Public Schools

Alturas Elementary School



2019-20 Schoolwide Improvement Plan

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Alturas Elementary School

420 4TH ST, Alturas, FL 33820

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

Demographics

Principal: Charles Pemberton, Jr

Start Date for this Principal: 8/16/2019

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: B (56%) 2017-18: B (57%) 2016-17: B (56%) 2015-16: C (48%) 2014-15: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 was approved by the Polk County School Board on 12/20/2019.

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	37%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Working collaboratively with the community to develop life long learners.

School Leadership Team

Membership

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Date this data was collected or last updated

Friday 8/16/2019

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	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	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	

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	48%	51%	57%	50%	51%	55%
ELA Learning Gains	47%	51%	58%	57%	53%	57%
ELA Lowest 25th Percentile	63%	49%	53%	62%	50%	52%
Math Achievement	64%	57%	63%	56%	58%	61%
Math Learning Gains	69%	56%	62%	56%	57%	61%
Math Lowest 25th Percentile	52%	47%	51%	50%	49%	51%
Science Achievement	50%	47%	53%	59%	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	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (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 (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)	0 (0)	0 (0)	0 (0)	0 (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	55%	52%	3%	58%	-3%
	2018	49%	51%	-2%	57%	-8%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	47%	48%	-1%	58%	-11%
	2018	51%	48%	3%	56%	-5%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				
05	2019	33%	47%	-14%	56%	-23%
	2018	48%	50%	-2%	55%	-7%
Same Grade Comparison		-15%				
Cohort Comparison		-18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	56%	2%	62%	-4%
	2018	55%	56%	-1%	62%	-7%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	62%	56%	6%	64%	-2%
	2018	57%	57%	0%	62%	-5%
Same Grade Comparison		5%				
Cohort Comparison		7%				
05	2019	63%	51%	12%	60%	3%
	2018	69%	56%	13%	61%	8%
Same Grade Comparison		-6%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	45%	4%	53%	-4%
	2018	69%	51%	18%	55%	14%
Same Grade Comparison		-20%				
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	43			36							
ELL	12	35		64	82		27				
BLK	31			63							
HSP	29	38	64	67	78		50				
WHT	59	53	64	61	63	40	47				
FRL	45	46	65	68	71	56	48				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	42	40	48	68		50				
ELL	20	25		30	50						
BLK	45			64							
HSP	44	42		60	74		64				
WHT	56	56	20	64	72	67	78				
FRL	46	49	18	60	70	63	67				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	45	55	23	32	36					
ELL	41	82		33	60						
BLK	47	71		53	79						
HSP	58	70		59	55		57				
WHT	48	47	57	55	48	40	54				
FRL	47	53	65	46	58	56	45				

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	54
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	36
Total Points Earned for the Federal Index	429
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	43
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	47
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	52
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	55
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	55
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.

ELA achievement for 5th grade is the lowest. We attribute this to lack of engaging, authentic literacy tasks that has lead to a lack of student motivation to read and apply strategies .

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

Science achievement has the greatest decline due to the increased readability of the statement science assessment.

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.

ELA achievement and learning gains had the greatest gap due to lack of engaging, authentic literacy tasks that has lead to a lack of student motivation to read and apply strategies.

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

Our ELA bottom 25% learning gains showed the most improvement from the previous year due to consistent monitoring of mtss process as well as implementing strategies tailored to student needs.

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

Learning gains of SWD and overall ELA achievement.

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

1. Learning gains of our SWD
2. Increasing ELA achievement
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Develop and implement a school-wide literacy plan to establish a positive, literacy-rich culture
Rationale	ELA achievement and learning gains have consistently been our lowest areas.
State the measurable outcome the school plans to achieve	Increase ELA achievement by 3% and ELA learning gains by 5% as measured by FSA.
Person responsible for monitoring outcome	Charles Pemberton Jr. (charles.pembertonjr@polk-fl.net)
Evidence-based Strategy	Increase the amount of time during the school day that students spend reading text.
Rationale for Evidence-based Strategy	In order to practice and master reading strategies, students must apply those strategies in a variety of text. We plan to provide ample access to text and provide many literacy activities that will allow students to master reading strategies.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create a positive literacy-rich environment in classrooms, throughout campus, and extending knowledge to families through family nights. 2. Participate in several book studies as a school and staff (The Wild Card, Social Studies books, One and Only Ivan, One Book, One School, picture book a week, and additional classroom sets of books). 3. Consistent monitoring of the use of Accelerated Reader and Smarty Ants (using headphones with microphones) aligned with individual student goals. 4. Utilize PLCs to analysis student work samples and Reading Wonders assessments to monitor the effectiveness of literacy tasks 5. During collaborative planning, facilitate discussions to ensure that literacy tasks are meeting a higher level of rigor; utilize copier to ensure student access to more rigorous learning tasks. 6. Use Title 1 personnel will be utilized in ELA small groups time.
Person Responsible	Shelley Reinacher (shelley.reinacher@polk-fl.net)

#2	
Title	Implement effective interventions in all content areas for our students with disabilities to increase Federal Index by 3%.
Rationale	Our SWD had a Federal Index score of 40%.
State the measurable outcome the school plans to achieve	We plan to increase the Federal Index of SWD by 3%.
Person responsible for monitoring outcome	Charles Pemberton Jr. (charles.pembertonjr@polk-fl.net)
Evidence-based Strategy	Implement effective literacy interventions based on frequent student data.
Rationale for Evidence-based Strategy	By analyzing more frequent data, we can more effectively design literacy interventions.
Action Step	
Description	<ol style="list-style-type: none"> 1. Monthly MTSS chats with teachers to plan and monitor interventions. 2. Weekly PST meetings to monitor the progress of SWD 3. Weekly analysis of Reading Wonders comprehension tests 4. Train teachers using Christina Tovendold math strategies in order to effectively utilize number sense manipulatives and implement the Reflex math program to increase fluency. 5. Provide additional phonemic awareness/phonics training and resources to K-2 staff. 6. Purchase hands-on science equipment to strengthen science instruction using the 5E model.
Person Responsible	Shelley Reinacher (shelley.reinacher@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).

NA

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.

Alturas Elementary works to build positive relationships with families by offering a variety of school events including a variety of academic nights. The mission of Alturas Elementary School is for all students to demonstrate academic achievement at or above the expected level of performance as defined by the Florida Department of Education. This is communicated through high expectations for

both students and staff, effective communication with families and keeping engaging students in rigorous lessons designed by highly qualified teachers.

PFEF Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

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

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

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

Title 1, Part A project funds school-wide services at our eligible and participating Title 1 schools. The Title 1 funds provide supplemental instructional resource and interventions so that all students achieve academic success.

Title 1, Part C project funds assist students that are prioritized by the MEP for supplemental services based on the need and migrant status, as defined by federal and state regulations.

Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists.

Title III provides supplemental resources for English Language Learners and their teachers in Title 1 schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

Title IX-Homeless or HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title 1 provided support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

The MTSS Leadership Team will focus on how to improve student achievement and teacher effectiveness using the Problem Solving Model. The MTSS Leadership Team will meet quarterly to engage in the following activities:

- o Review school-wide, grade level, and teacher data to identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year with screening data or more frequently.
- o Help teachers design interventions for students in need of tier 2 support

- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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

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

Part V: Budget

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

1	III.A.	Areas of Focus: Develop and implement a school-wide literacy plan to establish a positive, literacy-rich culture	\$0.00
2	III.A.	Areas of Focus: Implement effective interventions in all content areas for our students with disabilities to increase Federal Index by 3%.	\$0.00
Total:			\$0.00