Alta Vista Elementary School

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2019-20 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%)
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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1050 S EUCLID AVE, Sarasota, FL 34237

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Shirley, Barbara	Principal	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.
McWilliams, Kelly	Instructional Coach	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.
Wilson, Beth	Instructional Coach	
Busenburg, Laura	Instructional Coach	
Schiding, Krystine	Teacher, ESE	
Francis, Tene	School Counselor	
McArthur, Meredith	Assistant Principal	
Daley, Lisa	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

Name	Title	Job Duties and Responsibilities
		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.
Kellemen, Alex	Teacher, K-12	
O'Brienswope, Emily	Teacher, K-12	
Anders, Chelsea	Teacher, K-12	
Norgrove, Melissa	Teacher, K-12	
Evans, Tyler	Teacher, K-12	

Demographic Information

Principal start date

Sunday 7/1/2007, Mindy Long

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

31

Demographic Data

2020-21 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
2019-20 Title I School	Yes

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2019-20 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%)
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.	

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	70	68	66	75	79	93	0	0	0	0	0	0	0	451
Attendance below 90 percent	4	11	4	4	5	13	0	0	0	0	0	0	0	41
One or more suspensions	0	4	1	9	4	9	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	9	0	0	0	0	0	0	0	11

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	2	4	4	6	16	0	0	0	0	0	0	0	33

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	4	4	1	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	5	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Thursday 9/24/2020

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	
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	

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	
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	

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%
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	
	(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.

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						
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				
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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0
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%	0

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 form 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 game 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?

Attendance
Suspensions

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. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	When analyzing the data to identify focus areas, our Students with Disabilities are a subgroup for which we did not meet the federal index. The school leadership team and teachers analyzed ELA data and identified deficit areas for each of the 39 identified ESE students. As we identify ways to support their overall achievement and learning gains, we want to focus on small group instruction and differentiation in the classroom setting. Instructional staff will use data and areas of need to create small groups for instruction. During small group instruction, teachers will differentiate their standards-based instruction. Small group instruction and differentiation will support students identified as ESE in making learning gains on FSA for ELA.
Measurable Outcome:	By the year 2021, there will be a minimum increase of four percentage points, from 34% to 38%, in the number of ESE students demonstrating achievement on FSA-ELA.
Person responsible for monitoring outcome:	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Evidence-based Strategy:	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 regularly meet with ESE teachers to identify student learning deficits, support instructional practices, ensure accommodations are implemented and review instructional plans for ESE students. ESE students identified in the lowest quartile for ELA will receive ELA services within their general education classes and on-going small group instruction with their classroom teacher and ESE teacher. Teachers will coordinate their services and instruction during collaborative meetings to ensure they align 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. The teachers will use Leveled Literacy Intervention, a research-based reading intervention to support small group instruction.
Rationale for Evidence-based Strategy:	Small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Ongoing observation of your students, combined with systematic assessment enables you to draw together groups of students who fit a particular instructional profile. 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. 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 regularly meet with ESE teachers to identify student learning deficits, support instructional practices, ensure accommodations are implemented and review instructional plans for ESE students.

Action Steps to Implement

The principal will complete classroom walkthroughs, observations and coach teachers and ESE students to reach goals and support 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 on-going small group instruction with their classroom teacher and ESE teacher. Teachers will coordinate their services and instruction during collaborative meetings to ensure they align 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.

Person Responsible   Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

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. 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 regularly meet with ESE teachers to identify student learning deficits, support instructional practices, ensure accommodations are implemented and review instructional plans for ESE students.

Person Responsible   Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	We analyzed the FSA data from the 2019 school year, and math was an area for demonstrating growth. Our School leadership team and teachers met and analyzed Math data and identified 48 students who performed in the lowest 25% on FSA Mathematics. We will compare these scores to the students who are performing in the lowest 25% on iReady AP1. We will develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs through collaborative planning and coaching cycles. Using the district created Instructional Focus Guide and the Maximizing Math Mentality resource to discuss and align instructional pacing throughout the year. During grade level PLC's, teachers will share instructional strategies and interventions to differentiate instruction and meet individual student learning needs. Teachers will analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps. As we continue to progress, monitor, and analyze data will create instructional strategies and plans to meet our students' needs.
Measurable Outcome:	By the year 2021, there will be a minimum decrease of four percentage points, from 18% to 14%, in the number of students performing two or more years below grade level based on iReady Math Diagnostic comparison AP 1 to AP 3 (5-Year Placement Table).
Person responsible for monitoring outcome:	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Evidence-based Strategy:	Teachers will plan and instruct using a standards-based math program. The teacher will plan and instruct using small group differentiated instruction. As part of this grouping and instruction, our most at-risk students will be provided with skill target instruction. Teachers will focus on visible learning through teacher/student clarity of learning intentions and success criteria. Create flexible differentiated skill-based teacher-led math groups driven by achievement, progress monitoring, and data analysis.
Rationale for Evidence-based Strategy:	Students performing in the lowest 25% of each class will be identified during individual teacher data chats with administrators and instructional coaches based on i-Ready data/ FSA. An instructional plan will be developed during data chats 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 to set goals with students and monitor their progress. Students identified in the lowest quartile for math will receive on-going small group instruction with both their classroom teacher and an intervention teacher.

Action Steps to Implement

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
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 math concepts that connect to the real world
Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual student learning needs.

Person Responsible   Barbara Shirley (barbara.shirley@sarasotacountyschools.net)

Infuse 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
Use the Maximizing Math Mentality resource to discuss and align instructional pacing throughout the year.
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)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	We analyzed the FSA data from the 2019 school year, and science was an area for demonstrating growth. There will be an increase in proficiency on the grade 5 NGSSS State-Wide Science Assessment. The school leadership team and teachers analyzed NGSSS Statewide Assessment data and identified deficit areas. We will develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs through collaborative planning and coaching cycles. Using the district created Instructional Focus Guide and science curriculum resources to discuss and align instructional pacing throughout the year. During grade level PLC's, teachers will share instructional strategies and interventions to differentiate instruction and meet individual student learning needs. Teachers will analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps. As we continue to progress, monitor, and analyze data will create instructional strategies and plans to meet our students' needs.
Measurable Outcome:	By the year 2021, there will be a minimum increase of a four percentage points, from 49% to 53%, in proficiency on the Grade 5 NGSSS Statewide Assessment.
Person responsible for monitoring outcome:	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Evidence-based Strategy:	Standards based science instruction will be taught daily by classroom teachers in grades K-5 Fair Game Standards will be reviewed during classroom instruction and Specials Science Class rotation. Hands-on labs will reinforce science standards and connect science to the real world. Science instruction will be integrated into each core content area, where appropriate. Teachers will collaborate and align science instruction school-wide using Science Pacing Guide. Differentiated literacy centers will incorporate science-based literature and reinforce vocabulary and concepts Create a school-wide STEM Fair involving individual participation in grades 3, 4 & 5 and class projects for grades K-2. Teachers will plan and instruct using a standards-based science program. The teacher will plan and instruct using differentiated instruction. As part of this instruction, our most at-risk students will be provided with skill target instruction. Teachers will focus on visible learning through teacher/student clarity of learning intentions and success criteria.
Rationale for Evidence-based Strategy:	Classroom teachers will participate in on-going data chats with instructional coaches. Student assessment of the mini benchmarks data will be recorded on a grade level spreadsheets and an item analysis will be completed. Assessments will be used to reteach specific standards that students have not mastered.
Action Steps to Implement	

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 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)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Suspensions: Alta Vista has implemented CHAMPS school-wide to assure common language and expectations. Instructional staff receives on-going coaching with our Behavior Specialist to assure a deep understanding of de-escalation strategies, classroom vs. office managed behaviors, and how to use positive reinforcement effectively. The PBS team has developed a school-wide PBS IFG that identifies a daily and weekly focus in civility squad, social skills, and our eagle expectations. There is a token economy to support the PBS IFG, including a "Caught You Being Good" coin store that all classes participate in weekly. 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. Behavior data is collected daily and analyzed monthly to identify students in need of strategic interventions. Students are discussed at support team meetings to establish continuous communication and assure consistency.

Attendance: Alta Vista monitors attendance weekly. 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 weekly. Coaches create weekly graphs to represent current attendance visually, these are discussed and displayed in classrooms. When a student accumulates five attendance infractions, including Unexcused, Excused, Tardy, and/or Early Dismissal, the parents/guardians will receive a formal letter through the US postal service. The student will also 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 the administration to discuss attendance interventions and expectations. Our Home School Liaison completes home visits in collaboration with district truancy workers. Collaborative meetings with the Housing Authority, parents, and school assist parents with attendance issues.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Alta Vista has implemented Sanford Harmony, a social-emotional learning program, in grades K-5. Classrooms utilize lessons and strategies with all students to build positive classroom culture and environment.
The School Guidance Counselors, Social Workers, Mental Health Counselor, Behavior Specialist, Teachers, and Administration collaborate to meet students' social-emotional needs. 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 worker, one home school liaison, and a full-time mental health counselor who meets individually with students and their families to address students' social-emotional needs. Our Multi-Tiered School Support team meets weekly to discuss student progress. Appropriate interventions are implemented, and progress monitored to assess students' academic, behavior, social, and emotional needs. Data is shared with parents to get feedback and plan action steps.

Alta Vista Parent and Family Engagement materials and trainings are designed to assist parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. These meetings are held at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support students' needs. Additionally, technology, including social media and virtual meeting programs (Zoom, Teams, etc.), promote participation and awareness through live and recorded sessions to accommodate varying schedules. The district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

The full text and summary of this School wide Improvement Plan may be found online or as a hard copy by request. The summary is available in English and Spanish.

Parents and families are regularly invited to attend Alta Vista - School Advisory Council (SAC) to formulate suggestions and participate, as appropriate, in decisions relating to their children's education. Alta Vista responds to any such suggestions as soon as possible, as evidenced by meeting minutes and notes. If this school wide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing to document and submit any parents' comments.

Furthermore, a Title I Annual Meeting is scheduled for parents and families conveniently on October 13, 14, or 15 at 5:30 PM. All parents are invited and encouraged to attend promptly in English and Spanish. To increase participation, we will have recordings of the meeting to share with families and the meeting will be translated for our Spanish speaking families. The purpose of the Title I Annual Meeting is to describe the school's participation in Title I, Part A program, and families' rights to be involved. During the Title I, Annual Meeting, information related to curriculum, the State's challenging academic standards, local and State

assessments including alternative assessments, achievement levels, monitoring progress, and parents' right to know will also be provided.

Parent Family and Engagement Plan (PFEP) Link

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