Alta Vista Elementary School

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: C (45%) 2016-17: C (44%) 2015-16: D (40%)
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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801 SCENIC HWY S, Haines City, FL 33844

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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 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	86%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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

Name	Title	Job Duties and Responsibilities
Stewart, Celeste	Principal	Data analysis and using the data to make decisions Developing a climate and culture in conversations about student learning data and ways to use data to improve instructional practices Building relationship through communication through mentoring,collaboration and decision making Coaching teachers for growth Monitoring conditions for learning in the classrooms
Lane, Jinnell	Other	-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

Name	Title	Job Duties and Responsibilities
Gaymont, Stephen	Assistant Principal	-Support the principal in the instructional leadership of the school -Monitor instructional practices at the school and provide actionable 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

Demographic Information

Principal start date

Friday 6/1/2018, Celeste Stewart

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.*

0

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.*

3

Total number of teacher positions allocated to the school

43

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: C (45%) 2016-17: C (44%) 2015-16: D (40%)
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.	

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	106	126	117	106	121	0	0	0	0	0	0	0	576
Attendance below 90 percent	0	29	24	21	23	27	0	0	0	0	0	0	0	124
One or more suspensions	0	0	1	2	4	11	0	0	0	0	0	0	0	18
Course failure in ELA	22	34	39	42	22	12	0	0	0	0	0	0	0	171
Course failure in Math	18	20	19	23	11	19	0	0	0	0	0	0	0	110
Level 1 on 2019 statewide ELA assessment	0	0	0	10	26	38	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide Math assessment	0	0	0	8	37	52	0	0	0	0	0	0	0	97
Level 1 December STAR ELA	0	0	0	21	21	12	0	0	0	0	0	0	0	54
Level 1 December STAR Math	0	0	0	17	12	15	0	0	0	0	0	0	0	44

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	6	19	25	34	26	0	0	0	0	0	0	0	110

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	3	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Wednesday 6/3/2020

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	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

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	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	28	39	46	51	28	27	0	0	0	0	0	0	0	219
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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	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%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%	1
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%	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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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%	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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	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.

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 reliaance on procedural instruction.

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 the number 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?

The largest concern with EWS data is in relation to attendance. Last year, we had 102 students who had attendance rates below 90%. While this number is slower than the previous year, we still have much work to do in this area.

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

1. Math instruction
2. Target/Task alignment
3. Student engagement
4. Small group instruction
5. Improving attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Student engagement is essential for all learners. During our instructional reviews, this was identified as an area of need across our campus. While our students are very compliant, and do anything the teachers ask, they are often not engaged in the learning. This translates into a lack of complete understanding because the students are not asked to take as much responsibility for their own learning. Providing activities that better engage our students will help
Measurable Outcome:	All subgroups will increase the percent of students who are proficient by at least 5 percentage points in ELA and Mathematics as evidenced by STAR and FSA reports. Concurrently, at least 50% of students in grade 5 will make learning gains using the same reporting mechanisms.
Person responsible for monitoring outcome:	Celeste Stewart (celeste.stewart@polk-fl.net)
Evidence-based Strategy:	Teachers will create engaging lessons and center activities that will hold students responsible for their iindividual learning. This will ensure that all students are engaged in learning.
Rationale for Evidence-based Strategy:	Learning cannot happen without authentic student engagement. Our instructional review and walkthrough data shows that this is an area that needs to be improved upon.

Action Steps to Implement

Provide time for collaborative planning during and after school. After school planning sessions will include special activity pay for teachers and academic coaches. Planning sessions will focus on creating engaging whole group lessons and center activities and creating of assessments to assess the effectiveness of the instruction.

Person Responsible	Sandra Gamez (sandra.gamez@polk-fl.net)

Use research-based resources to help teachers create engaging lessons and center activities. Resources will be allocated and/or purchased to ensure teachers have the necessary tools to create rich, engaging lessons.

Person Responsible	Blaze Huston (blaze.huston@polk-fl.net)

A walk-through monitoring tool will be developed by administration to provide instant feedback to teachers about the level of student engagement in their classrooms. This walkthrough tool will be used on a daily basis so teachers are able to track their progress over time.

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

Provide professional development to help teachers better understand No Opt Out questioning techniques. This PD will take place at the beginning of the year with refreshers during collaborative planning sessions and at our mid year data meetings.

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

Teachers and administration will routinely engage students in individual data chats to help students become more engaged in their own learning process. School-wdie data chat forms will be given to teachers. These data chats should happen no less than 4 times per year. Data reviewed will include FSA and STAR assessments, AR progress, attendance,

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

Each staff member will "adopt" a 5th grade student to engage with outside of normal classroom time. Staff members will help monitor on going assessment data as well as attendance and discipline data to ensure the student stays "on track". The staff member and student will meet at least once each week to talk about the student's progress toward their goals that will be set at the beginning of the year.

Person Responsible   Jinnell Lane (jinnell.lane@polk-fl.net)

The book "Poor Students, Rich Teaching" by Eric Jensen will be sent to teachers via mail in July so teachers can begin familiarizing themselves with the fourth section, "Why the Engagement Mindset". This will be our staff focus for the year and this book will drive PD sessions throughout the year.

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

Academic coaches will work with teachers during collaborative planning sessions to create choice boards for center activities to promote engagement through student choice. Teachers will be asked to implement these choice boards at least once a month during center time.

Person Responsible   Sophia Clark (sophia.clark@polk-fl.net)

All 5th grade students will attend a field trip to Kennedy Space Center. Admission and transportation will be paid through Title One funding.

Person Responsible   Blaze Huston (blaze.huston@polk-fl.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Small group instruction is a critical part of each instructional block and is the foundation for ensuring individual student needs are being met. When small group instruction is leveraged effectively, teachers are able to group students in a way that maximizes the opportunities to close the gaps in knowledge for our struggling students while also enriching those students who are currently working above grade level. This area is critical for us since our 2019-2020 STAR data showed that in many classrooms we are meeting the needs of those in the middle (level 3 students) while those who are above and below grade level are not moving at the same pace. This is particularly true for our SWD subgroup. Small group instruction is also critical to increasing the performance of our ESSA subgroups.
Measurable Outcome:	All subgroups will increase the percent of students who are proficient by at least 5 percentage points in ELA and Mathematics as evidenced by STAR and FSA reports. Concurrently, at least 50% of students in grade 5 will make learning gains using the same reporting mechanisms.
Person responsible for monitoring outcome:	Celeste Stewart (celeste.stewart@polk-fl.net)
Evidence-based Strategy:	Targeted small group instruction will be led by teachers and interventionists, with assistance by paraprofessionals. This small group instruction will provide interventions and enrichment, according to student need, using various research based programs and strategies.
Rationale for Evidence-based Strategy:	Small group instruction is the gateway to learning gains, as it allows teachers time to provide targeted interventions and track the student responses to those interventions.

Action Steps to Implement

Strategic scheduling and grouping of students to ensure interventionists, ESE and ELL teachers are able to maximize the time spent with students in small group settings.

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

Provide time for collaborative planning during and after school. After school planning sessions will include special activity pay for teachers and academic coaches. Planning sessions will focus on small group instructional strategies, monitoring for learning, creation of formative assessments, examination of student work, and data analysis. The academic coaches will oversee all planning sessions.

Person Responsible	Sophia Clark (sophia.clark@polk-fl.net)

Use research based content resources to provide opportunities for reteaching, remediation, and enrichment during small group and center time. Resources for small group instruction will be allocated and/or purchased to ensure teachers have the necessary tools to create engaging small group lessons. These resources will include Florida Ready.

Person Responsible	Sandra Gamez (sandra.gamez@polk-fl.net)

ESOL teachers (with para assistance) will provide targeted interventions to ELL students based on ACCESS and STAR assessment data. Each ESOL teacher and para will be assigned a group of students, and they will monitor the progress of these students on a weekly basis.

| **Person Responsible** | Pricilla Jimenez (pricilla.jimenez@polk-fl.net) |

Reading and math interventionists (with para assistance) will provide targeted interventions for selected students based on previous FSA data coupled with current STAR data. Each interventionist and para will be assigned a group of students, and they will monitor the progress of these student on a weekly basis. Interventionists and paras will be funded by UniSIG grant.

| **Person Responsible** | Blaze Huston (blaze.huston@polk-fl.net) |

PD will be provided on the use of effective progress monitoring strategies. Teachers will then implement these strategies to form and sustain adaptive groups that will allow teachers to remediate and enrich students based on formative and summative assessment data.

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

After school tutoring will be provided for students utilizing small group instructional practices. Tutoring will target students in grades 1-4, sith a heavy emphasis on grades 4 and 5. Staff will be paid through Unisig funding.

| **Person Responsible** | Blaze Huston (blaze.huston@polk-fl.net) |

Additional Schoolwide Improvement Priorities

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

Attendance will be monitored closely by the guidance counselor and interventionists. We will create attendance teams for each grade level that includes paras and office staff members to contact students who are absent more than one day in a week or any time after they have been absent more than 10 days total. The MTSS team will provide interventions once a student reaches 15 absences. Attendance of our 5th grade students will be monitored by the staff member that has been assigned to each student.

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.

A positive school culture and environment is at the core of what we strive for at Alta Vista, with a specific focus on student, staff and parent stakeholder groups. We also have worked hard to enage our greater community and government stakeholders, as well.

Students are a stakeholder group that we directly serve on a daily and continuing basis, so many of the supports we have in place to promote a positive school culture and environment operate in the same manner. We employ a variety of structures to accomplish this such as:

1. Champs - All classrooms use the CHAMPS model for effective proactive and positive behavior management.

2. PBIS - PBIS is used to school wide to promote a positive learning environment for all students.

3. DrumBeat - Students who need additional social skills instruction are recommended for participation in the Drumbeat program.

4. One School, One Book - we will emphasize the importance of literacy through this school-wide program

Staff helps to foster and promote the positive school culture and environment; they are the closest connection between the students and parents and provide an integral link between them. We make sure to provide a positive model for staff and strive to provide for opportunities that augment the climate and culture outcomes. This includes things like a strong commitment to providing positive incentive and appreciation events for them, engaging in meaningful and supportive professional learning, providing for staff to serve in leadership capacities in furthering their skills and career goals.

We work to provide the best possible parent experience as a school. We do so by making sure they feel they have received clear and relevant information as quickly and in as many formats as possible. We have adopted the ClassDojo platform to keep parents more engaged digitally and, coupled with our active Facebook presence, we are able to demonstrate and promote our positive climate and culture to them. We also are able to demonstrate and promote our climate and culture through the events we present for our parents such as open house and orientation, science night and conference nights.

Community and local governmental stakeholders are important partners and we work hard to demonstrate our climate and culture to them, as well. We have created a large-scale event we call iArt that promotes art education in our school. It also serves as a way for us to engage and invite our local arts community stakeholders to be a part of the climate and culture of the school. We have been able to establish a relationship with our local city government, inviting members including the mayor to events such as our Black History Month program in a similar manner.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Student Engagement**				$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Small Group Instruction**				$292,786.79
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG	2.0	$103,000.00
			Notes: 2- Reading Interventionists Other Certified Instructional Personnel Other Certified Instructional - School based/District paid Interventionist who work with small groups of students in need of remediation			
	5100	210-Retirement	0331 - Alta Vista Elementary School	UniSIG		$10,300.00
			Notes: Retirement Retirement - 10% - Instructional Personnel -			

	5100	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$7,879.50
			Notes: Social Security Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	0331 - Alta Vista Elementary School	UniSIG		$18,576.00
			Notes: Health and Hospitalization Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	0331 - Alta Vista Elementary School	UniSIG		$43.20
			Notes: Life Insurance Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$195.70
			Notes: Workers Compensation Workers Compensation - .19% - Instructional Personnel			
	5100	150-Aides	0331 - Alta Vista Elementary School	UniSIG	1.0	$15,244.00
			Notes: Salary for paraprofessional- Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	0331 - Alta Vista Elementary School	UniSIG		$1,524.40
			Notes: Retirement Retirement - 10% - Instructional Personnel -			
	5100	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$1,166.17
			Notes: Social Security Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	0331 - Alta Vista Elementary School	UniSIG		$9,288.00
			Notes: Health and Hospitalization Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	0331 - Alta Vista Elementary School	UniSIG		$21.60
			Notes: Life Insurance Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$28.96
			Notes: Workers Compensation Workers Compensation - .19% - Instructional Personnel			
	5900	120-Classroom Teachers	0331 - Alta Vista Elementary School	UniSIG		$9,456.05
			Notes: Classroom Teachers Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 8 teachers, 50 hours each			
	5900	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG		$4,781.23
			Notes: Other Certified Instructional Personnel Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring 4 IPs, 50 hours each			
	5900	210-Retirement	0331 - Alta Vista Elementary School	UniSIG		$1,423.74
			Notes: Retirement Retirement - 10% - Instructional personnel for extended learning t			

	5900	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$1,089.16
			Notes: Social Security Social Security - 7.65% - Instructional personnel for extended learning			
	5900	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$27.06
			Notes: Workers Compensation Workers Compensation -.19% - Instructional personnel for extended learning			
	6400	120-Classroom Teachers	0331 - Alta Vista Elementary School	UniSIG		$4,690.21
			Notes: Classroom Teachers Classroom Teachers - Stipends for classroom teachers participating in staff development activities after contact hours 5 teachers, 32 hours each			
	6400	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG		$5,800.00
			Notes: Other Certified Instructional Personnel Other Certified Instructional Staff- Stipends for Interventionists, Network Specialists, Success Coaches participating in staff development activities after contact hours 5 IP, 32 hours each			
	6400	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$802.50
			Notes: Social Security Social Security - 7.65% staff development activities for instructional staff at the school			
	6400	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$19.93
			Notes: Workers Compensation			
	5100	510-Supplies	0331 - Alta Vista Elementary School	UniSIG		$7,171.03
			Notes: Supplies - Instructional (Include sample list) classroom supplies, paper, pencil, folders, etc.			
	5100	519-Technology-Related Supplies	0331 - Alta Vista Elementary School	UniSIG		$7,000.00
			Notes: Technology-Related Supplies Technology-Related Supplies - ink for instructional			
	5100	644-Computer Hardware Non-Capitalized	0331 - Alta Vista Elementary School	UniSIG		$29,400.00
			Notes: Computer Hardware Non-Capitalized Computer Hardware Non-Capitalized - $250.00 to $999.99 - 100 ipads			
	5100	519-Technology-Related Supplies	0331 - Alta Vista Elementary School	UniSIG		$9,995.00
			Notes: Technology-Related Supplies Technology-Related Supplies - 100 ipad cases/ keyboards combo			
	5100	510-Supplies	0331 - Alta Vista Elementary School	UniSIG		$8,500.00
			Notes: Classroom Libraries and/or guided reading books- 34 classroom libraries			
	6200	610-Library Books	0331 - Alta Vista Elementary School	UniSIG		$8,500.00
			Notes: Library Books Library Books - Supplemental media materials and books - Level books, science books, music books			
	6300	120-Classroom Teachers	0331 - Alta Vista Elementary School	UniSIG		$12,860.00

			Notes: Classroom Teachers Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 25 teachers, 25 hours each			
	6300	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG		$5,537.55
			Notes: Other Certified Instructional Personnel Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 5 IP, 35 hours			
	6300	140-Substitute Teachers	0331 - Alta Vista Elementary School	UniSIG		$806.20
			Notes: Substitute Teachers Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification)			
	6300	210-Retirement	0331 - Alta Vista Elementary School	UniSIG		$1,920.38
			Notes: Retirement - 10%- Curriculum Planning			
	6300	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$1,469.09
			Notes: Social Security Social Security - 7.65% - Curriculum Planning			
	6300	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$36.49
			Notes: Workers Compensation Workers Compensation - .19% - Curriculum Planning			
	6150	120-Classroom Teachers	0331 - Alta Vista Elementary School	UniSIG		$2,900.40
			Notes: Classroom Teachers Classroom Teachers - Stipends for Classroom Teachers to assist with family engagement activities 32 teachers, 2 nights w/ 2 hours each			
	6150	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG		$825.45
			Notes: Other Certified Instructional Personnel Other Certified Instructional Personnel- Stipends to assist with parent/family engagement activities - Coach, Interventionists, Network Mgr., Guidance Counselor 6 IP, 2 nights w/ 2 hours each			
	6150	140-Substitute Teachers	0331 - Alta Vista Elementary School	UniSIG		$100.00
			Notes: Substitute Teachers Substitute Teachers - Stipends - Provisional Substitutes - Participating in parent/family engagement activities 2 provisional, 2 nights w/ 2 hours each			
	6150	150-Aides	0331 - Alta Vista Elementary School	UniSIG		$100.00
			Notes: Aides Paraprofessional - Stipends to assist with parent/family engagement activities 6 paras, 2 nights w/ 2 hours each			
	6150	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		$300.33
			Notes: Social Security Social Security - 7.65% -Parent/Family Engagement			
	6150	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		$7.46
			Notes: Workers Compensation Workers Compensation - .19% - Schools-Parent/Family Engagement			
					Total:	**$301,886.25**