

Polk County Public Schools

Alta Vista Elementary School



2021-22 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: 6/24/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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Alta Vista Elementary School

801 SCENIC HWY S, Haines City, FL 33844

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	87%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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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 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	Position Title	Job Duties and Responsibilities
Stewart, Celeste	Principal	<p>Data analysis and using data to make decisions.</p> <p>Develop climate and culture during conversations about student learning data.</p> <p>Identify ways to use data to improve instructional practices.</p> <p>Build communication and relationships through mentoring, collaboration, and decision making.</p> <p>Coach teachers for growth.</p> <p>Monitor conditions for learning in the classrooms.</p>
Lane, Jinnell	Behavior Specialist	<p>Provide Interventions and/or consequences to students in violation of the Code of Conduct.</p> <p>Assist teachers with the identification of strategies to improve student behavior.</p> <p>Facilitate school-wide PBIS implementation.</p> <p>Monitor and report disciplinary trends or concerns across the campus.</p> <p>Provide opportunity for restorative justice practices to be implemented.</p>
Gamez, Sandra	Math Coach	<p>Serve as a Math resource to teachers.</p> <p>Facilitate planning sessions to collaboratively identify content and strategies with teachers.</p> <p>Visit classrooms and provide helpful feedback in an effort to improve instructional outcomes.</p> <p>Model lessons and strategies.</p> <p>Analyze data and provide teachers with guidance for differentiated lesson design based on key indicators.</p>
Clark, Sophia	Reading Coach	<p>Serve as a Reading resource to teachers.</p> <p>Facilitate planning sessions to collaboratively identify content and strategies with teachers.</p> <p>Visit classrooms and provide helpful feedback in an effort to improve instructional outcomes.</p> <p>Model lessons and strategies.</p> <p>Analyze data and provide teachers with guidance for differentiated lesson design based on key indicators.</p>
Huston, Blaze	Other	<p>Analyze student data to strategically provide support to students with learning deficits.</p> <p>Visit classrooms to provide push-in instruction based on data.</p> <p>Assist with Title I compliance and expenditure process.</p> <p>Serve as a resource to teachers for instructional practices, strategies, or materials.</p> <p>Liaison with community stakeholders.</p> <p>Organize family engagement opportunities.</p>
Chapman, Rosemary	Instructional Media	<p>Monitor AR statistics and provide feedback to the leadership team and teachers.</p>

Name	Position Title	Job Duties and Responsibilities
		Inventory and stock appropriate and sufficient reading material. Provide instruction in media and technology to student groups. Ensure circulation of student and teacher materials.
Rodriguez, Nicole	Other	Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level. Serves as a member of individual educational plan (IEP) meetings as the LEA representative. Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities. Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students. Serves as a resource to school personnel regarding ESE rules and regulations.
Jimenez, Pricilla	Other	Assists in identifying and reporting the strengths and weaknesses of the (ESOL) students at the school. Assists in the development, implementation, and delivery of classroom ESOL intervention. Designs and implements ESOL training for bilingual paraprofessionals who work with the ESOL Program. Selects and provides needed materials to support ESOL intervention. Acts as a resource to the school regarding ESOL instructional support. Ensures ESOL guidelines are met and compliance documentation is completed. Acts as liaison between families, school personnel and the District.
Jodon, Christa	Other	Analyze student Reading data to strategically provide support to students with learning deficits in Reading. Visit classrooms to provide push-in instruction based on Reading data. Serve as a resource to teachers for instructional practices, strategies, or materials.
Rodriguez, Carlos	Science Coach	Serve as a Science resource to teachers. Facilitate planning sessions to collaboratively identify content and strategies with teachers. Visit classrooms and provide helpful feedback in an effort to improve instructional outcomes. Model lessons and strategies. Analyze data and provide teachers with guidance for differentiated lesson design based on key indicators.
Ledesma, Angel	Instructional Technology	Coordinates the maintenance, operation and management of existing instructional and non-instructional school microcomputer networks.

Name	Position Title	Job Duties and Responsibilities
		<p>Maintains software/hardware inventory to include locations within school and a school data-wiring diagram.</p> <p>Incorporates principles of district instructional technology plan into school technology plan.</p> <p>Establishes environment encouraging creative and independent use of instructional technology. Coordinates activities of outside technology vendors, Telecomm installations, consultants and trainers. Encourages student development of skills in the use of instructional technology resources.</p> <p>Facilitates the use of existing and emerging technology by staff and students.</p>
Royer, Renee	School Counselor	<p>Support the academic achievement of all students, insuring equity and access to all.</p> <p>Implement federal, state and local mandates.</p> <p>Assist with individual student planning.</p> <p>Provide preventive and responsive services.</p> <p>Work with students individually and in groups.</p> <p>Provide consultation to teachers and other school personnel regarding students and makes referrals as appropriate.</p>
Gaymont, Stephen	Assistant Principal	

Demographic Information

Principal start date

Thursday 6/24/2021, 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

36

Total number of students enrolled at the school

675

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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	37	108	109	110	110	106	0	0	0	0	0	0	0	580
Attendance below 90 percent	0	35	39	41	35	30	0	0	0	0	0	0	0	180
One or more suspensions	0	2	2	3	17	8	0	0	0	0	0	0	0	32
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 FSA ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	36	21	21	35	64	0	0	0	0	0	0	0	177

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	16	21	21	35	64	0	0	0	0	0	0	0	157

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 6/23/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	51%	57%	38%	50%	56%
ELA Learning Gains				44%	51%	58%	48%	51%	55%
ELA Lowest 25th Percentile				41%	49%	53%	52%	45%	48%
Math Achievement				36%	57%	63%	52%	58%	62%
Math Learning Gains				27%	56%	62%	48%	56%	59%
Math Lowest 25th Percentile				25%	47%	51%	34%	44%	47%
Science Achievement				35%	47%	53%	42%	53%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	37%	52%	-15%	58%	-21%
Cohort Comparison						
04	2021					
	2019	37%	48%	-11%	58%	-21%
Cohort Comparison		-37%				
05	2021					
	2019	35%	47%	-12%	56%	-21%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	56%	-23%	62%	-29%
Cohort Comparison						
04	2021					
	2019	44%	56%	-12%	64%	-20%
Cohort Comparison		-33%				
05	2021					
	2019	22%	51%	-29%	60%	-38%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	31%	45%	-14%	53%	-22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K - STAR Early Lit

1 - STAR Early Lit and Star Math

2 - 5 STAR and STAR Math

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	52	53
	Economically Disadvantaged	50	49	51
	Students With Disabilities	25	11	18
	English Language Learners	46	41	33
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	68	56
	Economically Disadvantaged	61	57	61
	Students With Disabilities	44	11	44
	English Language Learners	56	59	46

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74	79	64
	Economically Disadvantaged	75	75	62
	Students With Disabilities	0	100	50
	English Language Learners	60	81	61
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	56	49
	Economically Disadvantaged	61	67	51
	Students With Disabilities	33	43	29
	English Language Learners	50	56	46
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	45	37
	Economically Disadvantaged	31	39	30
	Students With Disabilities	21	20	7
	English Language Learners	25	34	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48	49	43
	Economically Disadvantaged	41	41	36
	Students With Disabilities	8	24	6
	English Language Learners	41	43	44

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	33	31
	Economically Disadvantaged	31	33	32
	Students With Disabilities	21	20	7
	English Language Learners	28	29	28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	46	40
	Economically Disadvantaged	45	47	42
	Students With Disabilities	20	18	20
	English Language Learners	40	44	39
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	37	37
	Economically Disadvantaged	28	37	39
	Students With Disabilities	13	13	13
	English Language Learners	17	30	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	32	33
	Economically Disadvantaged	24	31	32
	Students With Disabilities	8	7	15
	English Language Learners	25	32	33
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	39	37	7
	Economically Disadvantaged	26	22	7
	Students With Disabilities	42	17	10
	English Language Learners	33	45	10

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	6	27		14	19		6				
ELL	34	62	74	34	39	31	27				
BLK	28	53		26	31		20				
HSP	36	57	71	35	41	36	28				
WHT	55	70		48	40		40				
FRL	36	61	77	33	37	19	28				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	
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	51
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In looking at progress monitoring data we consistently showed a decline from the Winter assessment to the spring assessment across almost all grade levels and subjects. SWD students consistently perform well below other subgroups. ELL students also fall below the average.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

1st grade ELL students (ELA), 3rd grade ELA, 4th grade ELA, ELL and SWD students over all

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

3RD grade had our largest number of students in the online environment for the first half of the year. While many returned, much instructional time was lost with them at the beginning of the year. I also believe the time missed in Kindergarten for our 1st grade ELL students impacted them more significantly than their non-ELL counterparts. We will need to monitor these groups very closely this year in 2nd, 4th, and 5th. Intentional interventions must follow. Restructuring of ESE program and services.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In 2019 only 22% of our 5th grade students were proficient in Math. Currently we are on track to increase that number to 33%. Additionally, 5th graders consistently made gains throughout the year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Intentional standards based instruction in 5th grade ELA classrooms with intentional push in support by ESE and ESOL teachers. The ELA teachers did not lose a minute of instructional time and continued to push students regardless of current circumstances. In the 5th grade math classrooms, our math coach and math interventionists consistently worked with the teacher to ensure tight target-task alignment while also helping to ensure deep understanding of mathematical concepts rather than procedural understanding which has monopolized instruction in previous years.

What strategies will need to be implemented in order to accelerate learning?

Intentional development of tasks that will help deepen student understanding across grade levels and subject areas. We also must focus on ensuring ALL students receive ON GRADE level instruction, regardless of their current learning needs. Remediation should only take place during Power Hour. Finally, we must also ensure that teachers are gathering formative assessment data from students on a daily basis to ensure that the teaching is translating to student learning. Collaboration between teachers and coaches during planning sessions will be essential. To help with this, I will use Title One funding to allow teachers an additional 4 hours of planning each month. These planning sessions will be during the day so there are not time barriers for teachers who are unable to stay after school.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- Developing engaging on-grade level tasks (ELA and Math)
- Teach Like a Pirate book study
- Extended Collaborative Planning time
- Best practices for small group instruction
- Using formative assessment data to drive instruction

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- addition of math interventionist and a second ELA coach
- Additional four hours of collaborative planning each month
- After school tutoring targeting ELL students

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Progress monitoring and ESSA data indicate that multiple subgroups are performing below the 41% threshold. While we will monitor all subgroups, we will specifically focus on two of these subgroups: Students with disabilities and English Language learners. Our SWD subgroup is our lowest performing and our ELL (including LY, LF, and LA students) subgroup includes just under 50% of our students. Students in these subgroups need increased access to grade level curriculum during classroom instruction with increased formative assessments to ensure the teaching is transferring to student learning. Students who are not progressing at acceptable rates will receive additional targeted interventions from the classroom teacher, ESOL teachers and paras, or interventionists.
Measurable Outcome:	All subgroups will increase proficiency in ELA by at least 10 percentage points. ELL 37% to 47% SWD 25% to 35%
Monitoring:	We will implement a new school-wide progress monitoring system that will monitor the progress of all students at the beginning of each month. This data will be recorded and disaggregated by subgroup. We will then conduct monthly data chats to discuss trends and identify which students are in need of more intensive intervention. Interventions and in-class small group instruction will be adjusted based on need each month.
Person responsible for monitoring outcome:	Celeste Stewart (celeste.stewart@polk-fl.net)
Evidence-based Strategy:	On-going progress monitoring, small group instruction, differentiation.
Rationale for Evidence-based Strategy:	Every student has different abilities and needs. We must consistently monitor the progress of students and adjust instruction and intervention accordingly. In past years, we have relied, primarily, on STAR data to inform our changes in instruction, but we need data on a more frequent basis to ensure our students are progressing in between those larger progress monitoring assessments.

Action Steps to Implement

Create monthly progress monitoring system for ELA

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

Create monthly progress monitoring system for Math

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

Develop a spreadsheet for teachers to input data that can easily be broken down to access subgroup data.

Train teachers on the effectiveness of more frequent progress monitoring systems and how to use our new system

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

Leverage UniSIG funding to give teachers 4 additional hours of planning each month. At least one of these hours will be dedicated to data review. They will then be able to use the remaining time to develop plans to meet the needs of their students. Create schedule for monthly meetings.

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

PD on the use of formative assessments to further increase the frequency of progress monitoring to an almost daily occurrence.

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

Strategic scheduling for ESOL push in services for teachers and paras. Each person will be assigned a group of students who they will be responsible for monitoring throughout the year.

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

Strategic scheduling for ESE push in services for teachers and paras. Each person will be assigned a group of students who they will be responsible for monitoring throughout the year.

Person Responsible Nicole Rodriguez (nicole.rodriguez@polk-fl.net)

During collaborative planning sessions, ensure that teachers are focusing on acceleration during whole group instruction rather than remedial strategies. Give on-going professional development during these sessions about why access to on grade level material is the most effective use of the bulk of our instructional time.

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

ESOL teachers join planning to help teachers better understand how to incorporate ESOL strategies in whole group lessons.

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

Coordinate monthly subgroup data analysis meetings with the leadership team to review on going progress monitoring data for each subgroup to identify trends across campus. Identify teachers who need additional assistance or those who may be a model classroom for other colleagues to visit.

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	After the events of the previous school year, and a dip in data in certain areas, it is imperative that we place our focus on grade level standards-aligned instruction to accelerate student learning. This is even more critical as we transition to the B.E.S.T standards in grades K-2.
Measurable Outcome:	By Spring 2022, 100% of classrooms will be focused on grade level standards aligned instruction during whole group instructional blocks as evidenced by classroom walkthrough data.
Monitoring:	Administrators will use a Google Form to monitor standards aligned instructional practices during classroom walktroughs.
Person responsible for monitoring outcome:	Celeste Stewart (celeste.stewart@polk-fl.net)
Evidence-based Strategy:	Focus on acceleration of student learning by ensuring instruction is focused around ON grade level material and standards during whole group and the majority of whole group instruction.
Rationale for Evidence-based Strategy:	As a school, we tend to use terms like "our students are behind" or "they can't do the grade level work...it's too hard". Making the shift in mindset is imperative to our future success since research has proven that access to grade level material is what best accelerates learning.

Action Steps to Implement

Provide additional collaborative planning time each month to help teachers develop engaging standards aligned activities

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

Professional development for teachers addressing the benefits of acceleration

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

Develop monitoring tool for what standards aligned instruction looks like in classrooms including a Google Form that can be used for tracking trends across campus and over time in individual classrooms. Share this tool with the teachers so everyone has a clear understanding of the expectation for instruction throughout the campus

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

Complete calibration walks with leadership team using the progress monitoring tool developed in the above step.

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

Complete at least one walkthrough per classroom each week using the Google Form and provide feedback to the teacher

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

Provide coaching and/or modeling for teachers who are not showing improvement in standards based instruction

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: We have chosen this area of focus because less than 50% students at Alta Vista, in grades Kindergarten through five, have scored at or above a level 3 on the most recent statewide English Language Arts (ELA) assessment. Based on our most recent assessment data, ELA proficiency

Measurable Outcome: Proficiency, for students K-5, will increase to 50% as evidenced by end of year assessment data for the 21-22 school year.

Monitoring: We will implement a new school-wide progress monitoring system that will monitor the progress of all students at the beginning of each month. We will then conduct monthly data chats to discuss trends and identify which students are in need of more intensive intervention in ELA. Interventions and differentiated in-class small group instruction will be adjusted based on need each month.

Person responsible for monitoring outcome: Celeste Stewart (celeste.stewart@polk-fl.net)

Evidence-based Strategy: On-going progress monitoring, small group instruction, differentiation.

Rationale for Evidence-based Strategy: Every student has different abilities and needs. We must consistently monitor the progress of students and adjust instruction and intervention accordingly. In past years, we have relied, primarily, on STAR data to inform our changes in instruction, but we need data on a more frequent basis to ensure our students are progressing in between those larger progress monitoring assessments.

Action Steps to Implement

Create monthly progress monitoring system for ELA

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

Utilize a spreadsheet for teachers to input data that can easily be broken down to access ELA skill-focused data. Train teachers on the effectiveness of more frequent progress monitoring systems and how to use our new system.

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

Leverage MOU PLCs to give teachers 5 additional hours of planning each week. At least two of these hours will be administratively-lead. They will then be able to use the remaining time to develop plans to meet the needs of their students.

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

Differentiated strategic scheduling by interventionists as well as ESOL and ESE push in services for teachers and paras. Each person will be assigned a group of students who they will be responsible for monitoring throughout the year.

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

During collaborative planning sessions, ensure that teachers are focusing on acceleration during whole group instruction rather than remedial strategies. Give on-going professional development during these

sessions about why access to on grade level material is the most effective use of the bulk of our instructional time.

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

Conduct weekly ELA data analysis meetings with the leadership team to review on going progress monitoring data to identify trends across campus. Identify teachers who need additional assistance or those who may be a model classroom for other colleagues to visit.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

On the Safe Schools for Alex platform, our school falls in the Very Low category for school incidents ranking #208 in the state and #12/58 in our county. We have made substantial improvements in this area over the past few years due to our increased emphasis on SEL and PBiS.

Our primary focus this year will be trying to further decrease the number of suspensions as we work to find alternative solutions for non-compliant behavior. This begins with professional development for our staff in de-escalation techniques and the importance of building relationships with students and families.

Our secondary focus will be on the implementation of Class Dojo as a school-wide system of monitoring student behavior and discipline. All teachers will be trained at the beginning of the year on how to use the points system and the number of student points will determine a students participation in PBiS events.

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.

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 work hard to engage our greater community and government stakeholders, as well. Additionally, kindness is a concept promoted in a variety of ways throughout the year.

Students are the 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 are designed specifically for them. 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 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 schoolwide program

Staff members are key elements of the school culture and environment; they are the closest connection between the students and parents. 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 family experience possible. We want to make 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 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, One School/One Book 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students add to the positive culture at Alta Vista by coming to school ready to learn and by being positive contributors to the classroom culture.

Families add to the positive environment by communicating with staff consistently and being supportive of the learning process.

The role of Staff members to help maintain a positive environment is to communicate with families frequently, work collaboratively within their grade level, and to communicate with others both positively and professionally.

Community and local government contribute to the culture and environment by volunteering, providing gestures of appreciation, and by donating goods and services.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$310,743.45
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0331 - Alta Vista Elementary School	UniSIG		\$10,522.05
			<i>Notes: Supplies - Instructional (copy paper, pencils, flip charts, file folders, binders, spiral notebooks)</i>			
	5100	644-Computer Hardware Non-Capitalized	0331 - Alta Vista Elementary School	UniSIG		\$24,438.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 62 ipads</i>			
	5100	519-Technology-Related Supplies	0331 - Alta Vista Elementary School	UniSIG		\$6,196.60
			<i>Notes: Technology-Related Supplies (62 ipad cases/keyboard combo)</i>			
	5100	369-Technology-Related Rentals	0331 - Alta Vista Elementary School	UniSIG		\$3,795.00
			<i>Notes: Technology-Related Rentals - of educational software and online subscriptions- Reflex math fluency</i>			
	5100	530-Periodicals	0331 - Alta Vista Elementary School	UniSIG		\$5,501.25
			<i>Notes: Periodicals- Social Studies Weekly periodical for informational text</i>			
	5100	369-Technology-Related Rentals	0331 - Alta Vista Elementary School	UniSIG		\$826.00
			<i>Notes: Technology-Related Rentals - of educational software and online subscriptions- Learning A-Z</i>			
	5100	519-Technology-Related Supplies	0331 - Alta Vista Elementary School	UniSIG		\$1,490.00
			<i>Notes: Technology-Related Supplies - 200 headsets</i>			
	5100	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG	2.0	\$108,018.24
			<i>Notes: Other Certified Instructional Personnel - School based/District paid Interventionist who work with small groups of students in need of remediation- 2 Reading Interventionists - 2 Reading Interventionists</i>			
	5100	150-Aides	0331 - Alta Vista Elementary School	UniSIG	1.0	\$15,194.04
			<i>Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation- 1 classroom para</i>			
	5100	210-Retirement	0331 - Alta Vista Elementary School	UniSIG		\$13,331.57
			<i>Notes: Retirement - 10.82% - Instructional Personnel - Retirement for instructional staff</i>			

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	5100	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		\$9,425.74
			<i>Notes: Social Security -7.65% -Instructional personnel-</i>			
	5100	231-Health and Hospitalization	0331 - Alta Vista Elementary School	UniSIG		\$27,864.00
			<i>Notes: Health and Hospitalization - Instructional Personnel-</i>			
	5100	232-Life Insurance	0331 - Alta Vista Elementary School	UniSIG		\$64.80
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		\$234.10
			<i>Notes: Workers Compensation - .19% - Instructional Personnel -</i>			
	6400	130-Other Certified Instructional Personnel	0331 - Alta Vista Elementary School	UniSIG	1.0	\$53,000.00
			<i>Notes: Other Certified Instructional - School based/District paid Coaches - Math, Literacy, Science who co-teach, coach, and assist with the instruction of students in classrooms-Literacy Coach</i>			
	6400	210-Retirement	0331 - Alta Vista Elementary School	UniSIG		\$5,734.60
			<i>Notes: Retirement - 10.82% -Coaches - School based /School paid</i>			
	6400	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		\$4,054.50
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	231-Health and Hospitalization	0331 - Alta Vista Elementary School	UniSIG		\$9,288.00
			<i>Notes: Health and Hospitalization - School based Coaches - Math, Literacy, Science</i>			
	6400	232-Life Insurance	0331 - Alta Vista Elementary School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Coaches - School based /School paid</i>			
	6400	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		\$100.70
			<i>Notes: Workers Compensation .19% - School based Coaches - Math, Literacy, Science</i>			
	5900	120-Classroom Teachers	0331 - Alta Vista Elementary School	UniSIG		\$8,545.10
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring- 8 teachers, 2 days a week, 2.5 hours per week, for a total of 22 weeks at \$19.42 per hour</i>			
	5900	210-Retirement	0331 - Alta Vista Elementary School	UniSIG		\$924.55
			<i>Notes: Retirement - 10.82% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	0331 - Alta Vista Elementary School	UniSIG		\$653.68
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	0331 - Alta Vista Elementary School	UniSIG		\$16.24

			Notes: Workers Compensation -.19% - Instructional personnel for extended learning			
	5900	310-Professional and Technical Services	0331 - Alta Vista Elementary School	UniSIG		\$1,503.09
			Notes: LRC Tutoring Contract			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:						\$322,192.50