

Polk County Public Schools

Alturas Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	21
Budget to Support Goals	22

Alturas Elementary School

420 4TH ST, Alturas, FL 33820

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

Demographics

Principal: Charles Pemberton, Jr

Start Date for this Principal: 8/1/2011

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: B (56%) 2017-18: B (57%) 2016-17: B (56%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	22

Alturas Elementary School

420 4TH ST, Alturas, FL 33820

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>34%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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

Provide the school's vision statement.

Working collaboratively with the community to develop life long learners.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Pemberton Jr., Charles	Principal	Principal/Assistant Principal: The administration team leads the development of and monitors the implementation of the School Improvement Plan with fidelity.
Reinacher, Shelley	Assistant Principal	Principal/Assistant Principal: The administration team leads the development of and monitors the implementation of the School Improvement Plan with fidelity.
Chance, Brian	Instructional Technology	Ensures and monitors that the school technology plan is implemented with fidelity. He ensures teachers have access to all technology resources.
Stinson, Terry	Instructional Media	Ensures and monitors that the school's reading focus is implemented with fidelity. This includes teacher access to books for instructional purposes, implementing the AR program, and access to books for students' instructional and independent levels.

Demographic Information

Principal start date

Monday 8/1/2011, Charles Pemberton, Jr

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.*

1

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.*

4

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

360

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

6

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

7

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	44	50	62	51	64	59	0	0	0	0	0	0	0	330
Attendance below 90 percent	12	23	29	9	24	19	0	0	0	0	0	0	0	116
One or more suspensions	2	2	4	1	8	2	0	0	0	0	0	0	0	19
Course failure in ELA	3	5	0	1	1	0	0	0	0	0	0	0	0	10
Course failure in Math	0	2	0	0	2	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	6	8	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	4	9	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	0	30	1	0	0	0	0	0	0	0	0	0	31

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	3	3	16	3	0	0	0	0	0	0	0	25

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 6/29/2021

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	52	63	51	69	56	52	0	0	0	0	0	0	0	343
Attendance below 90 percent	14	21	5	20	13	12	0	0	0	0	0	0	0	85
One or more suspensions	2	8	1	8	5	4	0	0	0	0	0	0	0	28
Course failure in ELA	3	0	1	4	1	0	0	0	0	0	0	0	0	9
Course failure in Math	2	0	1	2	0	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	4	6	8	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	2	4	9	0	0	0	0	0	0	0	15
Dec 2019 STAR Rdg Level 1	0	0	0	15	7	6	0	0	0	0	0	0	0	28
Dec 2019 STAR Math Level 1	0	0	0	10	6	14	0	0	0	0	0	0	0	30

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	3	3	16	3	13	0	0	0	0	0	0	0	38

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	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

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	52	63	51	69	56	52	0	0	0	0	0	0	0	343
Attendance below 90 percent	14	21	5	20	13	12	0	0	0	0	0	0	0	85
One or more suspensions	2	8	1	8	5	4	0	0	0	0	0	0	0	28
Course failure in ELA	3	0	1	4	1	0	0	0	0	0	0	0	0	9
Course failure in Math	2	0	1	2	0	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	4	6	8	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	2	4	9	0	0	0	0	0	0	0	15
Dec 2019 STAR Rdg Level 1	0	0	0	15	7	6	0	0	0	0	0	0	0	28
Dec 2019 STAR Math Level 1	0	0	0	10	6	14	0	0	0	0	0	0	0	30

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	3	3	16	3	13	0	0	0	0	0	0	0	38

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	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

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				48%	51%	57%	51%	50%	56%
ELA Learning Gains				47%	51%	58%	51%	51%	55%
ELA Lowest 25th Percentile				63%	49%	53%	17%	45%	48%
Math Achievement				64%	57%	63%	62%	58%	62%
Math Learning Gains				69%	56%	62%	73%	56%	59%
Math Lowest 25th Percentile				52%	47%	51%	70%	44%	47%
Science Achievement				50%	47%	53%	73%	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	55%	52%	3%	58%	-3%
Cohort Comparison						
04	2021					
	2019	47%	48%	-1%	58%	-11%
Cohort Comparison		-55%				
05	2021					
	2019	33%	47%	-14%	56%	-23%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	56%	2%	62%	-4%
Cohort Comparison						
04	2021					
	2019	62%	56%	6%	64%	-2%
Cohort Comparison		-58%				
05	2021					
	2019	63%	51%	12%	60%	3%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	45%	4%	53%	-4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to compile the below data was STAR Early Literacy, STAR Reading, and STAR Math. 5th Grade Science was determined by district quarterly assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	76	64
	Economically Disadvantaged	56	74	59
	Students With Disabilities	14	50	25
	English Language Learners		100	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	67	62
	Economically Disadvantaged	62	63	62
	Students With Disabilities	57	50	25
	English Language Learners	100	100	100

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	76	78	58
	Economically Disadvantaged	78	77	53
	Students With Disabilities			25
	English Language Learners		67	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	51	40
	Economically Disadvantaged	37	43	33
	Students With Disabilities	20	20	9
	English Language Learners	40	40	40

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	72	61
	Economically Disadvantaged	57	60	54
	Students With Disabilities	40	17	
	English Language Learners	60	33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56	63	60
	Economically Disadvantaged	37	50	53
	Students With Disabilities	14	29	29
	English Language Learners	57	57	57

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	47	46
	Economically Disadvantaged	39	37	36
	Students With Disabilities		13	
	English Language Learners	50	33	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	49	54
	Economically Disadvantaged	36	41	44
	Students With Disabilities	22	11	22
	English Language Learners	33	50	57

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		45	46	48
	Economically Disadvantaged		48	42	47
	Students With Disabilities			20	
	English Language Learners		29	13	13
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		38	51	56
	Economically Disadvantaged		38	53	57
	Students With Disabilities		17	20	50
	English Language Learners		13	33	44
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		73	68	83
	Economically Disadvantaged		67	61	79
	Students With Disabilities		60	67	50
	English Language Learners		78	74	89
		Number/% Proficiency	Fall	Winter	Spring

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	14			19							
ELL	50			50							
HSP	47	55		50	55		50				
WHT	52	41		61	56	60	60				
FRL	44	44		49	44		57				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43			36							
ELL	12	35		64	82		27				
BLK	31			63							
HSP	29	38	64	67	78		50				
WHT	59	53	64	61	63	40	47				

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
FRL	45	46	65	68	71	56	48				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	42	40	48	68		50				
ELL	20	25		30	50						
BLK	45			64							
HSP	44	42		60	74		64				
WHT	56	56	20	64	72	67	78				
FRL	46	49	18	60	70	63	67				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	45
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
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?

Based on state assessment data and progress monitoring data, we are seeing a downward trend in ELA proficiency moving from 3rd grade to 4th grade and then again from 4th grade to 5th grade. We also see a downward trend in math proficiency from 3rd grade to 4th grade but not as significant as ELA. Our Students with Disabilities continue to have low proficiency levels in both ELA and Math.

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

The data components showing the greatest need for improvement is ELA proficiency in 4th and 5th grades as well as proficiency levels for all our Students with Disabilities.

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

We noticed throughout all classrooms, much of the ELA time was spent on completing tasks such as graphic organizers, worksheets, etc...instead of actual reading time. We didn't see students motivated to read and spending quality time discussing text. Based on these observations, we need to build in much more time for all grades levels to have "eyes on text" or actual time reading authentic books. This would include independent reading time along with individual student conferences as well as in depth discussions and writing about text.

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

When looking at our district quarterly progress monitoring data for 5th grade science, we started with a proficiency level of 73 at the beginning of the year and moved to a proficiency level of 83 by the end of the year. We see this data as above average as compared to other content areas. Our 2019 state assessment data for science was at 50% proficiency, but believe this would have been much higher if we tested in 2020.

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

The main contributing factor to this improvement was having a highly effective teacher instructing our science classes. This teacher went above and beyond to give engaging and rigorous science experiences to our students. The actions our school and the teacher took to maintain this level of proficiency throughout the school year was the commitment to purchasing hands-on science materials and providing engaging hands-on lessons to help students better understand scientific concepts. In addition, students engaged in daily writing about what they learning through their science journals.

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

To accelerate learning, we need to put an ELA structure in place to provide more time for students to actually engage in reading text. This would include whole group mini lessons, independent reading time, individual student conferences based on what they are reading, small group instruction, and reading/writing journals. Mini lessons would be challenging instruction on reading strategies and

skills, in depth discussions about grade level or higher text, and writing about text. In addition, our K-2 teachers would provide daily systematic phonemic awareness instruction as it facilitates growth in printed word recognition and predicts later outcomes in reading and spelling.

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.

Professional development on the Daily 5 ELA structure will be provided to support teachers and leaders. Professional development on Heggerty Phonemic Awareness will also be provided for our K-2 teachers which includes our teachers who work directly with our Students with Disabilities. Monitoring the implementation of Daily 5 and Heggerty Phonemic Awareness with specific feedback will be provided for our teachers as well.

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

We will be adding a Reading Coach this year to help with the training and implementation of our ELA structure and phonemic awareness instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The focus is student motivation and achievement in K-5 ELA. We observed school-wide a lack of motivation and desire to read. Teachers have been focused more on students completing tasks instead of actual time reading text and having in depth discussions about their reading. We also observed very low proficiency levels and practice with phonemic awareness. We want to implement an ELA framework/structure focused on independent reading time with instructional reading strategies as well as daily phonemic awareness instruction in K-2 classrooms. (Daily 5 Framework/Title 1 Use of Funds)

Measurable Outcome: A 3-5% increase in ELA proficiency, learning gains, and bottom 25% including students with disabilities (ESSA).

Monitoring: This area of focus will be monitored by administration and our reading coach. We will provide training and support when implementation begins. When doing classroom walkthroughs, feedback will be given to support teachers. Our Reading Coach will also provide modeling when needed.

Person responsible for monitoring outcome: Charles Pemberton Jr. (charles.pembertonjr@polk-fl.net)

Evidence-based Strategy: Daily 5 (a framework/structure for teaching independent reading strategies)
The Daily 5 structure is designed to teach students to build their stamina and independence in each of the Daily 5 tasks so they can fully engage in meaningful, authentic reading and writing for an extended time. The Daily 5 tasks are steeped in choice, which increases motivation and student intellectual engagement. While students are engaged in this authentic reading and writing, teachers are then able to work with students, conducting individual conferences and working with small groups based on their needs as a result of assessments.

Rationale for Evidence-based Strategy: Daily 5 (a framework/structure for teaching independent reading strategies)
The Daily 5 structure is designed to teach students to build their stamina and independence in each of the Daily 5 tasks so they can fully engage in meaningful, authentic reading and writing for an extended time. The Daily 5 tasks are steeped in choice, which increases motivation and student intellectual engagement. While students are engaged in this authentic reading and writing, teachers are then able to work with students, conducting individual conferences and working with small groups based on their needs as a result of assessments.

With our focus being on increasing student motivation and achievement in ELA, this structure works to get students more engaged in and reading text to increase proficiency.

Action Steps to Implement

Daily 5 and Heggerty Phonemic Awareness virtual training will continue throughout this year with support from the Daily 5 professional team. Our school based Daily 5 team will also provide support for teachers in the classrooms.

Title 1 Expenditures: Classroom Libraries, Daily 5 virtual training, Reading Intervention Resources, Parent Nights, Reading Coach, Paraprofessionals.

Person Responsible Charles Pemberton Jr. (charles.pembertonjr@polk-fl.net)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

The focus is increasing learning gains for our Students with Disabilities. This focus was identified when looking at our FSA data. Only 36% of our bottom quartile had learning gains in ELA based on this data. With our % of learning gains being so low, we need to change instructional practices and interventions to meet the needs of these students.

Measurable Outcome:

A 3-5% increase in learning gains in ELA for our bottom quartile students based on 2021-22 FSA data.

Monitoring:

This area of focus will be monitored by administration and our reading coach. We will provide training and support when implementation begins. When doing classroom walkthroughs, feedback will be given to support teachers. Our Reading Coach will also provide modeling when needed.

Person responsible for monitoring outcome:

Charles Pemberton Jr. (charles.pembertonjr@polk-fl.net)

Instructional practices and interventions will be focused on fluency and comprehension.

Evidence-based Strategy:

The Read Naturally strategy will be implemented. To implement the RN strategy, students' fluency levels (WCPM) are assessed to place students at an appropriate instructional level. Instruction begins with an unpracticed, "cold reading" of a selected passage from the targeted level. In step two, students practice reading this same passage three to four times along with a model to learn how to accurately pronounce all the words in the text. In step three, students will read the text independently. In the final step, the student reads for the teacher, who then calculates the WCPM score. The student "passes" if four criteria are met:

- *the WCPM score meets or exceeds the predetermined goal
- *three or fewer errors are made;
- *the student reads the passage with correct phrasing and attention to punctuation
- *the student can correctly answer comprehension questions.

Rationale for Evidence-based Strategy:

Fluency is an important reading skill that is crucial in the understanding of text. If students are not fluent in their reading, they are unable to make connections and fully comprehend what they are reading. Reading fluency is an important skill to master as it creates a bridge to reading comprehension. Research over the past two decades has identified repeated reading as the key strategy for improving students' fluency skills (NICHD, 2000). Repeated reading has two essential elements: 1) Giving students the opportunity to read and then re-read the same text, and 2) having students practice their reading orally with an opportunity to receive corrections and guidance (if necessary). Research has also determined that having students read aloud along with a model of well-paced, expressive reading and receiving specific feedback through systematic progress monitoring also helps improve students' fluency skills. (Developing Fluent Readers, Reading Rockets)

Action Steps to Implement

During a PLC, our reading coach will provide training to teachers in grades 3-5 as well as train our ESE inclusion teachers and our ESE self-contained teacher.

Person Responsible

Shelley Reinacher (shelley.reinacher@polk-fl.net)

Teachers will implement the RN fluency strategy in their classrooms. Administration and our reading coach will monitor this implementation through classroom walkthroughs and analysis of the data being collected by the teachers for their students with disabilities.

Person Responsible Shelley Reinacher (shelley.reinacher@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.

Our area of concern would be suspension rate. This is monitored by PBS and Alternative Behavioral Concepts Consultant Firm.

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.

Alturas Elementary works to build a positive culture by communicating and providing training on the importance of positive relationships. We celebrate student achievement based on student ability throughout the school year. We create a school environment that is welcoming to students, parents, staff, and the community. Passion and love for our students is our priority as it transcends into motivation and achievement.

Alturas Elementary works to build positive relationships with families by offering a variety of school events including many academic nights. The mission of Alturas Elementary School is for all of our students to demonstrate academic achievement at or above the expected level of performance as defined by the Florida Department of Education. This is communicated through high expectations for students and staff, effective communication with families, and engaging students in rigorous lessons designed by highly effective teachers.

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

Alturas Elementary is continuing to promote a positive culture and environment by reaching out to various stakeholders within the area, even though we are in a remote area away from businesses. We are adding spirit nights to partner with area businesses as well as communicating and working with area churches to foster a partnership in helping our families. We have helped to develop a stronger PTO so parents and families know they are welcome at Alturas Elementary. We want parents to be involved in their child's learning and we want them to feel a part of the Alturas family. In addition, we have added social media outlets so that we are continually communicating with families and the community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00