Alta Vista Elementary School

2021-22 Schoolwide Improvement Plan

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Alta Vista Elementary School

1050 S EUCLID AVE, Sarasota, FL 34237

www.sarasotacountyschools.net/altavista

Demographics

Principal: Mindy Long

Start Date for this Principal: 7/1/2007

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (58%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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1050 S EUCLID AVE, Sarasota, FL 34237

www.sarasotacountyschools.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 KG-5	Yes	86%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

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

School Board Approval

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SIP Authority

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Alta Vista Elementary School is to help all students become productive, responsible citizens who will adapt and grow intellectually, socially, emotionally, and physically in a changing world. This will be accomplished by providing learning opportunities in an environment that reflects community, culture, values, and needs.

Provide the school's vision statement.

Alta Vista students will experience school as an enjoyable place in which to learn, to solve problems (both cooperatively and independently), and to communicate effectively through a diversity of activities which begin to develop lifetime skills and prepare them for the responsibilities of citizenship.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Shirley, Barbara	Principal	The school-based School Leadership Team will employ a continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the grade level teams, SAC and district teams composed of specialists in the areas of instructional need. At Alta Vista Elementary School the Leadership Team is composed of: Dr. Barbara Shirley, Kellyann McWilliams, Meredith McArthur, Beth Wilson, Laura Busenburg, Krystine Schiding, Tene Francis. The leadership of Principal, Dr. Barbara Shirley and Assistant Principal, Meredith McArthur, at Alta Vista have focused on guiding the school's effort in supporting effective instructional practices and learning aligned to state standards for student achievement.
McArthur, Meredith	Assistant Principal	
Anders, Chelsea	Teacher, K-12	Teachers meet in Professional Learning Communities (PLC) at least once per week during common planning times. Collaborative discussions are led by a team leader, while various team members lead training activities as their team's identified expert. These varied leadership roles enhance the dynamics of a team ensuring teacher engagement and collaborative decision making throughout the school. By sharing leadership roles, teams have the capacity to sustain their focus on improving instruction and increasing student achievement. All teachers are knowledgeable and engaged in discussions that are an in-depth examination of formative and summative student data, item analysis of progress monitoring assessments, and differentiated instruction. Teachers identify and address specific learning needs of individual students by analyzing data and discussing instructional strategies that sustain and increase learning gains.
Hall, Kimberly	Teacher, K-12	
Norgrove, Melissa	Teacher, K-12	
Evans, Tyler	Teacher, K-12	
McWilliams, KellyAnn	Behavior Specialist	Instructional programs, data analysis and data chats, professional development, collaborative planning, and shared distributive leadership are five critical components in leading and monitoring instructional practices. This comprehensive instructional focus has required organizational systematic changes needed to accomplish our achievement goals. During the past five years, school leadership has embraced Shared Distributive Leadership practices. By expanding and engaging new stakeholders in leading the instructional and programmatic changes, teachers are empowered to become more actively engaged in assuming personal

Name	Position Title	Job Duties and Responsibilities
		ownership in the instructional practices needed to increase student achievement. In this organizational structure, teacher leader roles have inspired a culture of collaboration by creating teacher "experts" who provide professional development training throughout the school. Teachers are challenged to assume varying levels of leadership in order to increase the number of stakeholders and share in school wide responsibilities.
Busenburg, Laura	Math Coach	Instructional programs, data analysis and data chats, professional development, collaborative planning, and shared distributive leadership are five critical components in leading and monitoring instructional practices. This comprehensive instructional focus has required organizational systematic changes needed to accomplish our achievement goals. During the past five years, school leadership has embraced Shared Distributive Leadership practices. By expanding and engaging new stakeholders in leading the instructional and programmatic changes, teachers are empowered to become more actively engaged in assuming personal ownership in the instructional practices needed to increase student achievement. In this organizational structure, teacher leader roles have inspired a culture of collaboration by creating teacher "experts" who provide professional development training throughout the school. Teachers are challenged to assume varying levels of leadership in order to increase the number of stakeholders and share in school wide responsibilities.
Kellemen, Alex	Teacher, K-12	
Wilson, Beth	Instructional Coach	
Farish, Katie	Teacher, K-12	
Edouard-Noel, Islande	Teacher, K-12	

Demographic Information

Principal start date
Sunday 7/1/2007, Mindy Long

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

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.*
8

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

479

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

5

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

5

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	57	71	66	74	76	82	0	0	0	0	0	0	0	426
Attendance below 90 percent	2	15	11	17	14	22	0	0	0	0	0	0	0	81
One or more suspensions	0	2	2	1	0	2	0	0	0	0	0	0	0	7
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	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	3	4	6	14	0	0	0	0	0	0	0	30

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	3	4	2	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/19/2021

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	4	4	6	16	0	0	0	0	0	0	0	33

The number of students identified as retainees:

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	4	4	6	16	0	0	0	0	0	0	0	33

The number of students identified as retainees:

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

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				61%	68%	57%	62%	66%	56%
ELA Learning Gains				56%	62%	58%	56%	57%	55%
ELA Lowest 25th Percentile				57%	53%	53%	43%	46%	48%
Math Achievement				66%	73%	63%	72%	72%	62%
Math Learning Gains				51%	67%	62%	61%	63%	59%
Math Lowest 25th Percentile				40%	53%	51%	51%	51%	47%
Science Achievement				49%	65%	53%	60%	66%	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	70%	70%	0%	58%	12%
Cohort Comparison						
04	2021					
	2019	57%	67%	-10%	58%	-1%
Cohort Comparison		-70%				
05	2021					
	2019	52%	68%	-16%	56%	-4%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	73%	2%	62%	13%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	61%	72%	-11%	64%	-3%
Cohort Comparison		-75%				
05	2021					
	2019	59%	70%	-11%	60%	-1%
Cohort Comparison		-61%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	65%	-17%	53%	-5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady
District Benchmark Assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	33	60
	Economically Disadvantaged	24	61	90
	Students With Disabilities	0	11	44
	English Language Learners	17	21	41
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7	28	54
	Economically Disadvantaged	14	41	80
	Students With Disabilities	0	13	22
	English Language Learners	8	13	36

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	37	66
	Economically Disadvantaged	15	41	59
	Students With Disabilities	6	13	30
	English Language Learners	0	17	58
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	42	73
	Economically Disadvantaged	10	31	53
	Students With Disabilities	6	25	44
	English Language Learners	8	25	67

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	59	62
	Economically Disadvantaged	15	30	55
	Students With Disabilities	8	24	24
	English Language Learners	30	36	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	32	36
	Economically Disadvantaged	10	34	63
	Students With Disabilities	6	18	22
	English Language Learners	0	9	17

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	23	35	51
	Economically Disadvantaged	55	62	69
	Students With Disabilities	24	24	31
	English Language Learners	0	7	20
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	17	34	62
	Economically Disadvantaged	10	30	42
	Students With Disabilities	12	29	50
	English Language Learners	0	0	50

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	46	53	60
	Economically Disadvantaged	22	37	52
	Students With Disabilities	15	23	14
	English Language Learners	0	9	18
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	33	60	75
	Economically Disadvantaged	18	34	62
	Students With Disabilities	23	31	50
	English Language Learners	7	0	40
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students			
	Economically Disadvantaged			52.9
	Students With Disabilities			21.4
	English Language Learners			8.3

Subgroup Data Review

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	23	29	33	27	40	36	19				
ELL	59	58		54	49		46				
BLK	30	53		30	55		47				
HSP	51	57	40	54	40	20	50				
MUL	57			57							
WHT	67	72		67	61		79				
FRL	47	57	37	48	47	40	53				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	34	55	61	37	33	36	18				
ELL	57	54	52	69	51	35	42				
BLK	52	45	50	54	45	42	50				
HSP	62	57	58	70	53	35	41				
WHT	72	65		70	50		64				
FRL	58	56	58	63	50	41	44				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	27	39	30	41	59	48	13				
ELL	53	53	41	68	66	71	55				
BLK	54	65	46	68	63	60	39				
HSP	62	46	36	72	63	56	65				
MUL	70			50							
WHT	66	68		78	57		68				
FRL	61	55	43	72	62	51	60				

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	51
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	59
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	54
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	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	69
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	48
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?

The primary trend that emerged as we reviewed the data for English Language Arts was the lack of progress made with our Students with Disabilities. This subgroup did not demonstrate as much growth compared to other subgroups or our total proficiency as a whole. We tend to show more growth with our Economically Disadvantaged students across all grade levels and both content areas. Our fifth-grade students did not demonstrate as much growth based on our progress monitoring tools, which does not directly align with their performance on the 2019 FSA.

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

Based on our 2021 progress monitoring and data from FSA in 2019, we still need to focus on our students with disabilities.
When reviewing our progress monitoring data for Students with Disabilities in ELA the following growth is noted:
Grade 2 - 24 points
Grade 3 - 16 points
Grade 4 - 7 points
Grade 5 - 0 points

When reviewing our progress monitoring data for Students with Disabilities in Math the following growth is noted:
Grade 1 - 22 points
Grade 2 - 38 points
Grade 3 - 16 points

Grade 5 - 27 points

This data aligns with our subgroup from the 2019 FSA data and it also aligns with our 2021 FSA scores indicating that our Lowest Quartile made lower gains. Students with disabilities were identified as an ESSA subgroup that did not meet the Federal Index as the percentage was 38%.

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

One contributing factor to this need for improvement is the teachers and students adjusting to a concurrent teaching and learning environment. Some students were remote for portions of the year or the whole year. We also experienced staff members that were out due to illness and frequently quarantined throughout the year. We will strategically focus on our lowest quartile students with intentional instructional emphasis given to our lowest quartile, SWD, ELL, and Black student populations. We will identify students in need of intervention strategies and implement research-based interventions to promote their reading, math, and science achievement. By identifying struggling readers, using FSA data, iReady diagnostic assessments, and benchmark assessments, specific strengths and deficits will be identified. Ongoing growth targets will be set, progress will be tracked regularly, and a regimented plan for rigorous, intensive instruction will be provided daily. Classroom teachers and intervention teachers will collaborate with the RtI Specialist, Instructional Reading Facilitator, and Math and Science Coach to identify and implement evidence-based interventions focused on increasing reading, math, and science learning gains and proficiency levels.

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

Based on our progress monitoring data we showed varied growth among grade levels with Economically Disadvantaged Students and English Language Learners in ELA:
Grade 1 (ED) - 66 points
Grade 2 (ELL) - 58 points
Grade 3 (ED) - 40 points
Grade 4 (ELL) - 20 points
Grade 5 (ED) - 30 points

Based on our progress monitoring data we showed varied growth among grade levels with Economically Disadvantaged Students and English Language Learners in Math:
Grade 1 (ED) - 66 points
Grade 2 (ELL) - 59 points
Grade 3 (ED) - 53 points
Grade 4 (ELL) - 50 points
Grade 5 (ED) 44 points

When reviewing the ESSA data from 2019 the subgroups for Economically Disadvantaged and English Language Learners was at 53%.

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

We identified our lowest quartile and ESSA student populations and provided intensive individualized instructional support for these targeted students. We integrated research-based interventions throughout instruction with our kindergarten through third grade students; Leveled Literacy Intervention supports struggling learners with reading foundation and comprehension skills. This intervention increases reading achievement so students become more proficient grade-level readers. We strategically grouped our students based on reading level and learning needs and provided

strategic interventions for students in math and reading. Our teachers worked with small groups of students based on progress monitoring data, benchmark assessments, and teacher feedback. Classroom teachers and Intervention teachers focused on skill deficits and provided strategic differentiated instruction, reteaching skills not mastered, and scaffolding learning. We provided additional support using Intervention teachers to extend learning with depth and understanding using a variety of strategies and resources. Our teachers also provided instruction for students outside of the school day.

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

We are increasing the small group interventions and Leveled Literacy Intervention to all grade levels. We have hired additional intervention teachers to support struggling learners at all grade levels in both reading and math. Our master schedule now includes a thirty-minute intervention block to provide an intentional focus on skill development and standards mastery. Intervention groups will be fluid and will shift based on the needs of the students. Flexible differentiated skill-based guided reading groups will be implemented in all classrooms based on achievement levels, skills, and data analysis of progress monitoring assessment results. The Striving Reader Decision Tree for grades K-1 and 2-5 will be used to guide this process. We will update our intervention groups and support our teachers with small group instruction based on ongoing progress monitoring data and data chats. Teachers will be provided supplemental pay to continue to pull students outside of their regular day to provide extra instruction for students.

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 Training is provided by AVE Staff, District Curriculum Specialists, Staff, i-Ready Professionals, ESOL and ESE Liaisons, and Administrators. Our district curriculum specialists will provide professional development in reading, math, science, and I-Ready. Our Reading Facilitator and a Math/Science Coach will work with teachers during their weekly PLCs to review student, class, and grade-level data and provide coaching and professional development to support small group instruction. During PLC's teachers will collaborate and share information to ensure fidelity of instruction and learning. Teachers will be provided professional development in the areas of Leveled Literacy Intervention. Teachers will share and analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps. They will discuss and evaluate individual student progress through an item analysis of progress monitoring data and develop and share instructional strategies and interventions to differentiate instruction and meet individual student learning needs and ESSA groups. There will be an ongoing identification and implementation of MTSS plans for at-risk students (attendance, behavior, mental health and academics concerns).

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

The administration will attend weekly PLCs and hold quarterly data chats with teachers. The administration attendance at these meetings will provide support and feedback to teachers about ongoing progress monitoring and instruction. In addition, our Reading Facilitator and Math/Science Coach provides a layer of expertise in those content areas for individual teacher and grade level support and coaching with our teachers. We will continue to review progress monitoring data throughout the year and modify interventions and instructional strategies to meet the ever-changing needs of our students. Our instructional focus and monitoring of student progress will be intentional and consistently measured throughout the year. Observations and classroom walkthroughs will provide purposeful, strategic feedback to teachers to help support and improve instructional practices.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	When analyzing the data to identify focus areas, our Students with Disabilities subgroup did not meet the federal index in 2019. In addition, we did not demonstrate significant growth with our progress monitoring measures during the last year. The school leadership team and teachers analyzed ELA data and identified deficit areas for 44 identified ESE students, we also identified which of these students were also in our lowest quartile. As we identify ways to support their overall achievement and learning gains, we want to focus on small group instruction and differentiation in the classroom setting. Instructional staff will use data and areas of need to create small groups for instruction. During small group instruction, teachers will differentiate their standards-based instruction. Small group instruction and differentiation will support students identified as ESE and in the lowest quartile, in making learning gains on FSA for ELA.
Measurable Outcome:	By the year 2022, there will be a minimum increase of four percentage points, from 43% to 47%, in the number of student in the Lowest Quartile, with a focus on our students with disabilities, demonstrating achievement on FSA-ELA.
Monitoring:	iReady Diagnostic administered Fall, Winter, Spring Benchmark Assessment System (BAS) Administered Fall, Winter, Spring Grade Level Progress Monitoring Workbooks which include: Fluency, Running Records, Phonics Benchmark Advance Unit Interim Assessments Common Assessments
Person responsible for monitoring outcome:	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Evidence-based Strategy:	Instructional plans will be developed based on IEP goals and learning deficits. Learning strategies will be differentiated based on individual learning needs, IEP goals, and i-Ready student and teacher goals. The ESE Liaison and Instructional Coaches will regularly meet with ESE teachers to identify student learning deficits, support instructional practices, ensure accommodations are implemented, and review instructional plans for ESE students. ESE students identified in the lowest quartile for ELA will receive ELA services within their general education classes and ongoing small group instruction with their classroom teacher and ESE teacher. Teachers will coordinate their services and instruction during collaborative meetings to align with IEP goals and learning deficits. Both general education teachers and ESE teachers will create skill-based reading groups driven by formative and summative assessments. The teachers will use Leveled Literacy Intervention, a research-based reading intervention to support small group instruction.
Rationale for Evidence-based Strategy:	Small group instruction is effective because teaching is focused precisely on what each student's learning goal and identified strategies to meet the learning needs of SWD students. Ongoing observations of students, combined with systematic assessment, enables us to draw together groups of students who fit a particular instructional profile. All ESE students will be identified during individual teacher data chats with administrators and instructional coaches based on i-Ready and FSA data. The ESE student data in the lowest 25% in each class will be analyzed, and instructional strategies will be implemented to address their learning deficits. Learning strategies will be differentiated based on individual learning needs, IEP goals, and i-Ready student and teacher goals. The ESE Liaison and Instructional Coaches will regularly meet with ESE teachers to identify student learning deficits, support instructional practices, ensure accommodations are implemented, and review instructional plans for ESE students.

Action Steps to Implement

The principal will complete classroom walkthroughs, observations and coach teachers to reach goals and support learning gains. Fourth and fifth teachers and ESE teachers will complete a group profile that evaluates ESE students' FSA performance and the learning gains needed to increase their achievement levels. Progress monitoring procedures and goals will be established with teachers, who will set goals with ESE students. Both students and teachers will monitor their progress. ESE students identified in the lowest quartile for ELA will receive ELA services within their general education classes and ongoing small group instruction with their classroom teacher and ESE teacher. Teachers will coordinate their services and instruction during collaborative meetings to align with IEP goals and learning deficits. Both general education teachers and ESE teachers will create skill-based reading groups driven by formative and summative assessments.

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

All ESE students will be identified during individual teacher data chats with administrators and instructional coaches based on i-Ready and FSA data. The ESE student data in the lowest 25% in each class will be analyzed, and instructional strategies will be implemented to address their learning deficits. Learning strategies will be differentiated based on individual learning needs, IEP goals, and i-Ready student and teacher goals. The ESE Liaison and Instructional Coaches will regularly meet with ESE teachers to identify student learning deficits, support instructional practices, ensure accommodations are implemented, and review instructional plans for ESE students.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	We analyzed the FSA data from the 2020 school year and our progress monitoring data from the 2020 school year, and math was an area demonstrating growth. Our School leadership team and teachers analyzed Math data and identified 47 students who performed in the lowest 25% on FSA Mathematics. We will compare these scores to the students performing in the lowest 25% on iReady AP1. We will develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs through collaborative planning and coaching cycles. Utilizing the district-created Instructional Focus Guide and the Maximizing Math Mentality resource will allow us to discuss and align instructional pacing throughout the year. Teachers will share instructional strategies and interventions to differentiate instruction and meet individual learning needs during grade-level PLCs. Teachers will analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps. As we continue to progress, monitor, and analyze data will create instructional strategies and plans to meet our students' needs.
Measurable Outcome:	By the year 2022, there will be a minimum increase of four percentage points, from 38% to 42%, in the number of students demonstrating learning gains of the lowest 25% in Mathematics.
Monitoring:	iReady Diagnostic administered Fall, Winter, Spring iReady Diagnostic Lessons - Monitored for pass rate on daily basis Common Assessments Quarterly Data Chats with Teachers Weekly PLC meetings highlighting data and instructional practices to support areas of need
Person responsible for monitoring outcome:	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Evidence-based Strategy:	Teachers will consistently plan and provide instruction using a standards-based math program. One part of the planning and instruction will incorporate small group differentiated instruction. Our most at-risk students will be provided with skill target specific instruction that addresses deficit skills and acceleration of learning. Teachers will focus on visible learning through teacher/student clarity of learning intentions and success criteria. They will create flexible differentiated skill-based teacher-led math groups driven by achievement, progress monitoring, and data analysis.
Rationale for Evidence-based Strategy:	Students performing in the lowest 25% of each class will be identified during individual teacher data chats with administrators and instructional coaches based on i-Ready data/ FSA. During data chats, an instructional plan will be developed to implement math strategies that address individual learning needs and math goal setting. In grades 4 and 5, teachers will complete a group profile that evaluates each student's FSA performance and the learning gains needed to increase achievement levels. Student monitoring procedures and goals will be established with teachers to set goals with students and monitor their progress. Students identified in the lowest quartile for math will receive ongoing small group instruction with their classroom teacher and an intervention teacher.

Action Steps to Implement

Discuss and evaluate individual student progress through an item analysis of progress monitoring data
Develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs
Share instructional strategies and interventions to differentiate instruction and meet individual student learning needs.

Share instructional flipcharts and resources.
Share and analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps.
Ongoing identification and implementation of MTSS plans for at-risk students (attendance, behavior, mental health, and academics concerns)
Share effective school and district resources that support appropriate or needed interventions and strategies for at-risk students.
Enhance and differentiate math centers and independent work using accountability measures to progress monitor student mastery of standards
Infuse math vocabulary consistently throughout instruction
Incorporate math concepts that connect to the real world
Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual student learning needs.

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

Infuse Guide to Plan for Success (GPS), Success Criteria for the year, supplemental curriculum resource materials, and computer-based learning systems into instruction and learning.
Integrating supplemental supportive math materials to enhance standards-based instruction and student learning
Use the Maximizing Math Mentality resource to discuss and align instructional pacing throughout the year.
Professional development focused on Visible Learning, Maximizing Math Mentality, Accountable Talk, vocabulary development, Differentiated Instruction, small group instruction, intervention strategies, math standards, and instruction
Professional Development: Standards-Based Instruction Differentiated Instruction i-Ready Training

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

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	We analyzed the FSA data from the 2020 school year, and science was an area for our students to continue demonstrating growth. Our historical data indicates that we trend up and down from year to year. There will be an increase in proficiency on the grade 5 NGSSS State-Wide Science Assessment. The school leadership team and teachers analyzed NGSSS Statewide Assessment data and identified deficit areas. We will develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs through collaborative planning and coaching cycles. We use the district-created Instructional Focus Guide and science curriculum resources to discuss and align instructional pacing throughout the year. Teachers will share instructional strategies and interventions to differentiate instruction and meet individual learning needs during grade-level PLCs. Teachers will analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps. As we continue to progress, monitor, and analyze data will create instructional strategies and plans to meet our students' needs.
Measurable Outcome:	By the year 2022, there will be a minimum increase of a four percentage points, from 56% to 60%, in proficiency on the Grade 5 NGSSS Statewide Assessment.
Monitoring:	Common Assessments aligned with our Instructional Focus Guide District Benchmark Science Assessments Weekly PLC meetings reviewing data and analyzing deficit areas, planning for reteaching Quarterly data chats - discuss areas of deficit and plans for intervention and support for reteaching
Person responsible for monitoring outcome:	Barbara Shirley (barbara.shirley@sarasotacountyschools.net)
Evidence-based Strategy:	Standards-based science instruction will be taught daily by classroom teachers in grades K-5 Fair Game Standards will be reviewed during classroom instruction and Specials Science Class rotation. Hands-on labs will reinforce science standards and connect science to the real world. Science instruction will be integrated into each core content area, where appropriate. Teachers will collaborate and align science instruction school-wide using Science Pacing Guide. Differentiated literacy centers will incorporate science-based literature and reinforce vocabulary and concepts. Create a school-wide STEM Fair involving individual participation in grades 3, 4 & 5 and class projects for grades K-2. Teachers will plan and instruct using a standards-based science program. The teacher will plan and instruct using differentiated instruction. As part of this instruction, our most at-risk students will be provided with skill target instruction. Teachers will focus on visible learning through teacher/student clarity of learning intentions and success criteria.
Rationale for Evidence-based Strategy:	Classroom teachers will participate in ongoing data chats with instructional coaches. Student assessment of the mini benchmarks data will be recorded on grade level spreadsheets, and item analysis will be completed. Assessments will be used to reteach specific standards that students have not mastered.
Action Steps to Implement	

Discuss and evaluate individual student progress through an item analysis of progress monitoring data
•Develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs
•Use the Science Pacing Guide to discuss and align instructional pacing throughout the year
•Share instructional strategies and interventions to differentiate instruction and meet individual student learning needs
•Share instructional flipcharts and resources
•Share and analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps
•Ongoing identification and implementation of MTSS plans for at-risk students (attendance, behavior, mental health and academics concerns)
•Share effective school and district resources that support appropriate or needed interventions and strategies for at-risk students
•All grade levels will have a representative on the Science Committee
Incorporate science leveled-readers, Scholastic News, and National Geographic for Kids into instruction
Infuse Defined STEM into instruction

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

Additional Schoolwide Improvement Priorities

Using the 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.

Based on the data from the School Safety Dashboard, Alta Vista is ranked high within our district and state for school incidents. Alta Vista has implemented CHAMPS school-wide to ensure common language and expectations. Instructional staff receives ongoing coaching with our Behavior Specialist to ensure a deep understanding of de-escalation strategies, classroom vs. office managed behaviors, and effective use of positive reinforcement. The PBS team has developed a school-wide PBS IFG that identifies a daily and weekly focus on civility squad, social skills, and eagle expectations. A token economy supports the PBS IFG, including a "Caught You Being Good" coin store that all classes participate in weekly. Students with multiple infractions are identified as needing Tier II and/or III interventions (TPS data collection) and may eventually support the development of FBA/BIPs. Behavior data is collected daily and analyzed monthly to identify students in need of strategic interventions. Students are discussed at support team meetings to establish continuous communication and assure consistency. Development of Eagle HEART (Helping Everyone Achieve Resilient Thinking) Team consisting of School Counselor, Behavior Therapist, Mental Health Counselor,
Home-School Liaison and Behavior Tech. The Eagle HEART Team will incorporate the following initiatives with our staff and students to support behavior and social-emotional learning.

Harmony SEL 3.0-Schoolwide Evidence-based Approach to Social Emotional Learning
Harmony SEL 3.0 on the Master Schedule for grades K-5
Harmony SEL Channel created on Microsoft TEAMS
Harmony SEL grade level resources and lessons available on TEAMS
Harmony SEL "Z Time" featured weekly on the Eagle Eye News Show
Harmony SEL Brag Tags created to align with the 5 Harmonies
Diversity and Inclusion
Empathy and Critical Thinking
Communication
Problem Solving
Peer Relationships
Restorative Practices Classroom Intervention
Promotes inclusiveness, relationships and problem solving
Includes the 5 Rs (Relationship, Respect, Responsibility, Repair and Reintegration)
Restorative practices implemented strategically based on class needs
School counselor provides restorative practice in classrooms on as needed based on classroom culture, student behavior, and quantitative/qualitative data
Individual Student and Small Group Intervention (Tier II)
Students check in/check out with identified support staff
Counseling as a Related Service (CARS) provided for identified students
Students are identified based on teacher recommendation, student need and supporting data
Students identified to attend social skills group
Small groups focused on self-regulation, coping strategies, resiliency, social skills etc..
BIGGS referrals and participation
Mental Health Support
Florida Center site-based Mental Health Counselor provides Tier III therapeutic interventions
Community Partnership and Resources
YAR-Youth at Risk
CAT-Crisis Assessment and Treatment
Teen Court-Counseling
Staff SEL support to cope with stress and manage personal and professional needs
Staff will implement SEL strategies
Staff will cultivate and practice their own SEL skills while feeling supported, empowered and valued.
Staff will use the ALGEE model in non-crisis and crisis situations
Eagle HEART (Helping Everyone Achieve Resilient Thinking) Training

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.

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

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

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

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

Furthermore, a Title I Annual Meeting is scheduled for parents and families conveniently on September 14, 15, 21, 22, and 23 at 6:00 PM. All parents are invited and encouraged to attend promptly in English and Spanish. To increase participation, we will have recordings of the meeting to share with families and the

meeting will be translated for our Spanish speaking families. The purpose of the Title I Annual Meeting is to describe the school's participation in Title I, Part A program, and families' rights to be involved. During the Title I, Annual Meeting, information related to curriculum, the State's challenging academic standards, local and State assessments including alternative assessments, achievement levels, monitoring progress, and parents' right to know will also be provided.

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

Parent involvement and participation is maximized through in person or zoom meetings, conference calls, Classroom DOJO, emails, Blackboard, etc.

Parents Conferences are held with teachers, support staff, and administration.

Adult Education Center – Soar2Success includes 2Gen Adult Learning Programs that include adult classes and certification programs in CNA, GED, ESOL, Microsoft Office, ServSafe, and Private Security Officer.

Post-Secondary Pathway 2Gen Programs are offered for parents who would like to pursue programs such as LPN, RN, Associate Degrees, Bachelor Degrees. Programs partners include Suncoast Technical College, SCF, USF, Galen School of Nursing, Meridian College, Manatee Technical College, and St. Pete College.

Parent Education Navigator works with parents to access scholarships, financial aid, college counseling, etc.

Two Gen Parent Graduations involving all AVE staff, parents, students & families, and community partners.

Eagle Academy Parent University – During our Eagle Academy summer program, parents meet once a week for 6 weeks in a variety of classes such as Strategies for School Success: Parent Strategies; ESOL; Cooking Matters, Financial Literacy and Success, Line Dancing, Cyber Safety, Mission Nutrition, Our Great Backyard, etc. We work with community organizations to provide these classes to our parents.

Eagle Fest – Culminating Eagle Academy celebration for students and families providing fun activities, dinner and a community fair.

ESOL Multicultural Celebration providing information, training, food, students performances, and festivities for our English Speakers of Other Languages' families.

The Community Foundation of Sarasota, Literacy Council, CareerSource Suncoast, UnidosNow, JFCS, Girl's Inc, Forty Carrots, Sarasota Housing Authority, Women's Resource Center and CareerEdge strengthen & build key partnerships within the community to engage parents in college, career, and vocational opportunities.

A South Shore Church partnership supports families, and students by providing school uniform bottoms, shoes, extra food, household and personal items. They provide breakfast and lunch meals and motivational gifts and messages for our staff at different times throughout the year.

Community Foundation provides an Emergency Fund to support personal and household needs of families.

School Counselor, Home School Liaison, Mental Health Counselor, Administration, and teachers provide school and home support.

Partnership with Sarasota Housing Authority to provide support to families.

A JFCS partnership provides parent classes that enhance communication skills and improves relationships with their children, spouse, parents, friends, co-workers, etc. Each parent has a case manager to assist with job searches, community resources, parenting, etc.

The UnidosNow Future Leaders Academy for Elementary Schools Girls (FLAG) works with grade 3 and 4 Hispanic females and families to cultivate a college-going culture and foster leadership skills and community service. They meet at Alta Vista once a month and attend community-based meetings where the students are exposed to arts and sciences and participate in college tours for the entire family.

Forty Carrots provides group counseling for students to discuss their feelings and learn ways to build resiliency, healthy coping skills, improve self-esteem, and increase communication skills.

Girl's Inc provides individual counseling for female students to increase self- esteem, coping skills, resiliency & confidence.

Scientific Method Family Workshops for STEM Science Fair projects

Virtual STEM Science Fair

Arts Integrated Literacy training for parents, students, and teachers together

Family Celebration Cookout and Book Fair provided annually