# Alta Vista Elementary School



# 2022-23 Schoolwide Improvement Plan

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# Alta Vista Elementary School

### 801 SCENIC HWY S, Haines City, FL 33844

### http://schools.polk-fl.net/altavista

## Demographics

## Principal: Celeste Stewart

Start Date for this Principal: 7/22/2022

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students*<br>White Students*<br>Economically Disadvantaged Students* |
| **School Grades History** | 2021-22: C (46%)<br><br>2018-19: D (35%)<br><br>2017-18: C (45%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southwest |
| **Regional Executive Director** | |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | ATSI |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#). | |

## School Board Approval

This plan is pending approval by the Polk County School Board.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Alta Vista Elementary School

### 801 SCENIC HWY S, Haines City, FL 33844

### http://schools.polk-fl.net/altavista

## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|:---:|:---:|:---:|
| Elementary School<br>PK-5 | Yes | 100% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white<br>on Survey 2) |
|:---:|:---:|:---:|
| K-12 General Education | No | 88% |

## School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|:---:|:---:|:---:|:---:|:---:|
| Grade | C | | D | D |

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The Alta Vista Elementary School Mission is to prepare students for the 21st Century global economy by developing critical thinking skills.

**Provide the school's vision statement.**

We, the Alta Vista family, commit to working together to increase student achievement and make reflective decisions, thus creating an environment where all children love to learn and all teachers love to teach,

### School Leadership Team

**Membership**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Chapman, Rosemary | Instructional Media | Monitor AR statistics and provide feedback to the leadership team and teachers. <br> Inventory and stock appropriate and sufficient reading material. <br> Provide instruction in media and technology to student groups. <br> Ensure circulation of student and teacher materials. |
| Rodriguez, Nicole | Other | Coordinates the referral, staffing, placement, and reevaluation <br> process for exceptional student education at <br> the school level. <br> Serves as a member of individual educational plan (IEP) meetings as the LEA representative. <br> Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance. <br> Arranges for classroom and testing accommodations for students with disabilities. <br> Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students. <br> Serves as a resource to school personnel regarding ESE rules and regulations. |
| Jimenez, Pricilla | Other | Assists in identifying and reporting the strengths and weaknesses of the (ESOL) students at the school. <br> Assists in the development, implementation, and delivery of classroom ESOL intervention. <br> Designs and implements ESOL training for bilingual paraprofessionals who work with the ESOL Program. <br> Selects and provides needed materials to support ESOL intervention. <br> Acts as a resource to the school regarding ESOL instructional support. <br> Ensures ESOL guidelines are met and compliance documentation is completed. <br> Acts as liaison between families, school personnel and the District. |
| Ledesma, Angel | Instructional Technology | Coordinates the maintenance, operation and management of existing instructional and noninstructional school microcomputer networks. <br> Maintains software/hardware inventory to include locations within school and a school data-wiring diagram. <br> Incorporates principles of district instructional technology plan into school technology plan. <br> Establishes environment encouraging creative and |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | independent use of instructional technology. Coordinates activities of outside technology vendors, Telecomm installations, consultants and trainers. Encourages student development of skills in the use of instructional technology resources.<br>Facilitates the use of existing and emerging technology by<br>staff and students. |
| Royer, Renee | School Counselor | Support the academic achievement of all students, insuring equity and access to all.<br>Implement federal, state and local mandates.<br>Assist with individual student planning.<br>Provide preventive and responsive services.<br>Work with students individually and in groups.<br>Provide consultation to teachers and other school personnel regarding students and makes referrals as appropriate. |

## Demographic Information

**Principal start date**
Friday 7/22/2022, Celeste Stewart

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 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**

35

**Total number of students enrolled at the school**

694

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

7

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

4

**Demographic Data**

## Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current 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 | 116 | 124 | 117 | 121 | 119 | 124 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 721 |
| Attendance below 90 percent | 59 | 56 | 50 | 60 | 56 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 332 |
| One or more suspensions | 4 | 2 | 2 | 6 | 10 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| 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 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 30 | 55 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 136 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 42 | 56 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 144 |
| Number of students with a substantial reading deficiency | 54 | 59 | 71 | 39 | 39 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 288 |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 25 | 31 | 25 | 22 | 56 | 66 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 225 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Students retained two or more times | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

**Date this data was collected or last updated**

Friday 7/22/2022

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 16 | 21 | 21 | 35 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 157 |

**The number of students identified as retainees:**

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

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 16 | 21 | 21 | 35 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 157 |

**The number of students identified as retainees:**

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

## 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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 37% | 47% | 56% | | | | 39% | 51% | 57% |
| ELA Learning Gains | 52% | | | | | | 44% | 51% | 58% |
| ELA Lowest 25th Percentile | 42% | | | | | | 41% | 49% | 53% |
| Math Achievement | 39% | 42% | 50% | | | | 36% | 57% | 63% |
| Math Learning Gains | 48% | | | | | | 27% | 56% | 62% |
| Math Lowest 25th Percentile | 62% | | | | | | 25% | 47% | 51% |
| Science Achievement | 44% | 49% | 59% | | | | 35% | 47% | 53% |

**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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 37% | 52% | -15% | 58% | -21% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 37% | 48% | -11% | 58% | -21% |
| Cohort Comparison | | -37% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 35% | 47% | -12% | 56% | -21% |
| Cohort Comparison | | -37% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 33% | 56% | -23% | 62% | -29% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 44% | 56% | -12% | 64% | -20% |
| Cohort Comparison | | -33% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 22% | 51% | -29% | 60% | -38% |
| Cohort Comparison | | -44% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 31% | 45% | -14% | 53% | -22% |
| Cohort Comparison | | | | | | |

## Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 10 | 41 | 47 | 22 | 49 | 65 | 21 | | | | |
| ELL | 31 | 48 | 29 | 38 | 47 | 63 | 42 | | | | |
| BLK | 24 | 40 | 41 | 24 | 43 | 63 | 35 | | | | |
| HSP | 37 | 53 | 41 | 39 | 46 | 61 | 42 | | | | |
| WHT | 53 | 70 | | 61 | 62 | | 71 | | | | |
| FRL | 33 | 48 | 39 | 36 | 47 | 63 | 40 | | | | |

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 6 | 27 | | 14 | 19 | | 6 | | | | |
| ELL | 34 | 62 | 74 | 34 | 39 | 31 | 27 | | | | |
| BLK | 28 | 53 | | 26 | 31 | | 20 | | | | |
| HSP | 36 | 57 | 71 | 35 | 41 | 36 | 28 | | | | |
| WHT | 55 | 70 | | 48 | 40 | | 40 | | | | |
| FRL | 36 | 61 | 77 | 33 | 37 | 19 | 28 | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 18 | 32 | 33 | 12 | 23 | | 25 | | | | |
| ELL | 36 | 43 | 43 | 35 | 27 | 30 | 30 | | | | |
| BLK | 41 | 42 | | 23 | 19 | | 43 | | | | |
| HSP | 38 | 43 | 40 | 37 | 27 | 28 | 33 | | | | |
| WHT | 45 | 47 | | 42 | 35 | | 33 | | | | |
| FRL | 37 | 41 | 35 | 36 | 29 | 28 | 33 | | | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 47 |
| 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 | 54 |
| Total Points Earned for the Federal Index | 378 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 37 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 44 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |

| English Language Learners | |
| --- | --- |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 41 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 47 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | 63 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 45 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

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

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

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

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

4th grade ELA, ELL and SWD students overall

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

4th grade had a significant issue with staff attendance, above any other grade levels. One teacher resigned mid-year and another was out for medical reasons a large majority of the year. This group continues to face a unique struggle common to their cohort, having been the students who missed a large number of 2nd and 3rd grade days to e-school and poor attendance through the pandemic, leading to larger and more profound gaps forming. We will need to monitor these students more carefully this year, with intentional interventions to follow. Restructuring of ESE program and services. We will also be creating sheltered ESOL classrooms for students to get more targeted ELL interventions.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

In 2021, our 3rd grade students showed 34% proficiency in ELA. However, 3rd grade ELA jumped 8 points to 42% and this growth was also reflected in progress monitoring throughout the year.

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

Intentional standards based instruction in 3rd grade ELA classrooms with intentional push in support by ESE and ESOL teachers. The ELA teachers did not lose a minute of instructional time and continued to push students regardless of current circumstances. Our reading coach and consistently worked with the teachers to ensure tight target-task alignment.

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

Intentional development of tasks that will help deepen student understanding across grade levels and subject areas. We also must focus on ensuring ALL students receive ON GRADE level instruction, regardless of their current learning needs. Remediation should only take place during Power Hour.

Finally, we must also ensure that teachers are gathering formative assessment data from students on a daily basis to ensure that the teaching is translating to student learning. Collaboration between teachers and coaches during planning sessions will be essential.

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

- Developing engaging on-grade level tasks (ELA and Math)
- ARC planning and support
- Extended Collaborative Planning time
- Best practices for small group instruction
- Using formative assessment data to drive instruction

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

- Additional hours of collaborative planning during MOU time
- After school tutoring targeting ELL students

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

**:**

| #1. Instructional Practice specifically relating to Standards-aligned Instruction | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | Data from FSA shows a trend of proficiency loss from grade to grade across cohorts in addition of year-to year declines in 5th ELA (-17%). |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | State data will show a minimum of +1% proficiency increase for all grades/content as well as 10% of the students just below the proficiency line becoming proficient |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented. |
| **Person responsible for monitoring outcome:** | Celeste Stewart (celeste.stewart@polk-fl.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | 1. Monitor students engaging in equivalent experiences aligned to state expectations using SWT. 2. Engage teachers in standards-based planning protocol using the Learning Arc Framework. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks and aligned tasks and assessments. |

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1 – Standards Walkthrough Tool Monitoring
Create calendar for leadership team calibration walks

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Train leadership team on walkthrough tool in first two calibration walks

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Conduct calibration walks until team shows 90-100% calibrated consistency with rationale

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Add SWT data review to every leadership team meeting agenda

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Establish protocol to review data including evidence in SWT

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Monitor impact between data review from SWT and planning per content/course/grade level

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

Strategy 2 – Planning with Arc Framework
Create master schedule that includes intentional collaborative planning

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

Strategy 2 – Planning with Arc Framework
Assign and train planning facilitators

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

Strategy 2 – Planning with Arc Framework
Add planning results findings to leadership team meeting agenda

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

Strategy 2 – Planning with Arc Framework
Conduct planning protocol on a "weekly" basis

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

Strategy 2 – Planning with Arc Framework
Action Step 5 – Review planning findings during leadership team meetings on a routine basis

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

Strategy 2 – Planning with Arc Framework
Conduct correlation analysis between SWT findings and Benchmarks planned for using Arc

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

| #2. Positive Culture and Environment specifically relating to Attendance | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Data indicates that roughly 47% of our students last year missed more that 10 days of school with unexcused absences. Furthermore, Almost 28% missed 20+ days and around 13% missed 30+ days on unexcused absences. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Attendance data will show a 25% reduction in the total number of students missing 10, 20+ and 30+ days of school. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | Student data will be identified via reports from the FOCUS student data system, in addition to utilizing the data dashboard on Inzata. |
| **Person responsible for monitoring outcome:** | Celeste Stewart (celeste.stewart@polk-fl.net) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | 1. Engage in school-based outreach to parents and guardians<br>2. Monitor student attendance in order to target students for attendance incentives |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | Significant research indicates academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for missing as few days of instruction as possible, we will be able to more successfully improve student learning outcomes. |

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1 - Outreach to parents
Identify students who are missing or on track to miss 10% or more of the school year, with a focus on monitoring trends based on subgroups and coordinate with school-based attendance team members for next steps.

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

Strategy 1 - Outreach to parents
Parents/Guardians of students identified as chronically absent will be designated a school-based attendance mentor to help identify supports and resources for parents to improve student attendance.

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

Strategy 1 - Outreach to parents
Develop attendance flyers to send home at the beginning of the year and to be updated quarterly with generalized attendance data and information about the importance of attending school. This will be shared via ClassDojo and on physical flyers.

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

Strategy 1 - Outreach to parents
Conduct monthly check-in meetings with grade level teams to analyze and monitor the documentation and quality of parent contact.

| **Person Responsible** | Renee Royer (renee.royer@polk-fl.net) |

Strategy 2 - Monitoring and Incentivizing Attendance
Identify classrooms who are exemplar groups and those that are off-track from attendance goals and coordinate with school-based attendance team members for next steps.

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

Strategy 2 - Monitoring and Incentivizing Attendance
Facilitate a travelling attendance trophy system where weekly attendance champion classes are recognized on-campus and via ClassDojo.

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

Strategy 2 - Monitoring and Incentivizing Attendance
Target classrooms with the highest absenteeism monthly for visits from attendance team members to help work with students on individualized motivators or supports.

| **Person Responsible** | Renee Royer (renee.royer@polk-fl.net) |

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Implement an MTSS framework utilizing common assessments to identify student learning gaps and target supports to those needs in ELA.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Implement an MTSS framework utilizing common assessments to identify student learning gaps and target supports to those needs in ELA.

**Measurable Outcomes:**
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2: Measureable Outcome(s)

Progress monitoring data will show a minimum of 50% proficiency for grades K-2 as well as 10% of the students just below the proficiency line becoming proficient.

### Grades 3-5: Measureable Outcome(s)

Progress monitoring data will show a minimum of 50% proficiency for grades 3-5 as well as 10% of the students just below the proficiency line becoming proficient.

**Monitoring:**
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Progress monitoring data from the state progress monitoring assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented.

**Person responsible for monitoring outcome:**
Select the person responsible for monitoring this outcome.

Stewart, Celeste, celeste.stewart@polk-fl.net

**Evidence-based Practices/Programs:**
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Utilize common MTSS assessment booklets to identify student learning gaps.
2. Engage teachers in PLCs directly focused on interpreting the data gathered and utilizing it to target interventions
3. After interventions, utilize the next round of data to measure outcomes and the next targeted group or skill.

**Rationale for Evidence-based Practices/Programs:**
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

ESSA specifically references utilizing an MTSS framework as an effective method for improving student mastery of content. By utilizing this system, we will be targeting the students who are able to make proficiency.

**Action Steps to Implement:**
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| Develop MTSS booklets with common assessments to be utilized in identifying gaps in learning. Admin will work with with academic coaches to align these materials to benchmarks and will help in development of the PD schedule for implementation. | Clark, Sophia, sophia.clark@polk-fl.net |
| Common assessment data will be utilized in a PLCs to target students in need of intervention and to identify supports needed for teachers and students. | Stewart, Celeste, celeste.stewart@polk-fl.net |
| Data will be revisited in PLCs 6 weeks after the interventions and support have been implemented. This will result in either students moving into a next tier of service or a confirmation that the interventions were successful. | Stewart, Celeste, celeste.stewart@polk-fl.net |

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**Describe how the school addresses building a positive school culture and environment.**

A positive school culture and environment is at the core of what we strive for at Alta Vista, with a specific focus on student, staff and parent stakeholder groups. We also work hard to engage our greater community and government stakeholders, as well. Additionally, kindness is a concept promoted in a variety of ways throughout the year.

Students are the stakeholder group that we directly serve on a daily and continuing basis, so many of the supports we have in place to promote a positive school culture and environment are designed specifically for them. We employ a variety of structures to accomplish this such as:
1. Champs - All classrooms use the CHAMPS model for effective proactive and positive behavior management.
2. PBIS - PBIS is used school wide to promote a positive learning environment for all students.
3. DrumBeat - Students who need additional social skills instruction are recommended for participation in the Drumbeat program.
4. One School, One Book - we will emphasize the importance of literacy through this schoolwide program

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

We work to provide the best possible family experience possible. We want to make sure they feel they have received clear and relevant information as quickly, and in as many formats, as possible. We have adopted the ClassDojo platform to keep parents engaged digitally and, coupled with our active Facebook presence, we are able to demonstrate and promote our positive climate and culture to them. We also are able to demonstrate and promote our climate and culture through the events we present for our parents such as open house and
orientation, science night, One School/One Book and conference nights.

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

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

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

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

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

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