Alta Vista Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Alta Vista Elementary School

1050 S EUCLID AVE, Sarasota, FL 34237

www.sarasotacountyschools.net/altavista

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 to learn, solve problems (both cooperatively and independently), and communicate effectively through diverse activities, which begin to develop life skills and prepare them for the responsibilities of citizenship. This can be accomplished through a partnership with parent and family engagement that encourages high-quality instruction for all learners. Parent and family engagement is a shared responsibility that allows us to provide the necessary resources and support to produce a positive educational environment essential for excellence in achievement and learning.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Long, Mindy	Principal	The school-based School Leadership 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. The leadership of Principal, Dr. Mindy Long 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	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. 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.
Kellemen, Alex	Teacher, K-12	Teachers meet in Professional Learning Communities (PLC) at least once per week during common planning times. Collaborative discussions led by a team leader engage the team in answering the following: What do we expect students to learn? How will we know when they have learned it? How do we respond when they don't learn?, How will we respond when they already know it? 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 can sustain their focus on improving instruction and increasing student achievement. All teachers are knowledgeable and engaged in in-depth discussions 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	Teachers meet in Professional Learning Communities (PLC) at least once per week during common planning times. Collaborative discussions led by a team leader engage the team in answering the following: What do we expect students to learn? How will we know when they have learned it? How do we respond when they don't learn?, How will we respond when they already know it? 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 can sustain their focus on improving instruction and increasing student achievement. All teachers are knowledgeable and engaged in in-depth discussions of formative and summative student data, item analysis of progress monitoring assessments, and differentiated instruction.

Name	Position Title	Job Duties and Responsibilities
		Teachers identify and address specific learning needs of individual students by analyzing data and discussing instructional strategies that sustain and increase learning gains.
Hickey, Debi	Teacher, K-12	Teachers meet in Professional Learning Communities (PLC) at least once per week during common planning times. Collaborative discussions led by a team leader engage the team in answering the following: What do we expect students to learn? How will we know when they have learned it? How do we respond when they don't learn?, How will we respond when they already know it? 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 can sustain their focus on improving instruction and increasing student achievement. All teachers are knowledgeable and engaged in in-depth discussions 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.
Murray, Cindy	Teacher, K-12	Teachers meet in Professional Learning Communities (PLC) at least once per week during common planning times. Collaborative discussions led by a team leader engage the team in answering the following: What do we expect students to learn? How will we know when they have learned it? How do we respond when they don't learn?, How will we respond when they already know it? 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 can sustain their focus on improving instruction and increasing student achievement. All teachers are knowledgeable and engaged in in-depth discussions 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.
Cox, Sheri	Teacher, K-12	Teachers meet in Professional Learning Communities (PLC) at least once per week during common planning times. Collaborative discussions led by a team leader engage the team in answering the following: What do we expect students to learn? How will we know when they have learned it? How do we respond when they don't learn?, How will we respond when they already know it? 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 can sustain their focus on improving instruction and increasing student achievement. All teachers are knowledgeable and engaged in in-depth discussions 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

Name	Position Title	Job Duties and Responsibilities
		analyzing data and discussing instructional strategies that sustain and increase learning gains.
Henry, Becky	Teacher, K-12	Teachers meet in Professional Learning Communities (PLC) at least once per week during common planning times. Collaborative discussions led by a team leader engage the team in answering the following: What do we expect students to learn? How will we know when they have learned it? How do we respond when they don't learn?, How will we respond when they already know it? 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 can sustain their focus on improving instruction and increasing student achievement. All teachers are knowledgeable and engaged in in-depth discussions 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP is developed in collaboration with staff, the school instructional leadership team, and SAC. Our goals are set based on data from the previous year's work, including the 2023 FAST Progress Monitoring. We reviewed our previous SIP plan and student data to identify components that worked well and others that were challenging. We identified areas of strength and focus areas for the upcoming school year. We developed strategies and actions to address why students struggled in these areas. We set our areas for improvement with action steps to incremental work towards our end-of-the-year goal. We will monitor and adjust the plan throughout the year. Dr. Long and Mrs. McArthur will share the SIP with all stakeholders at staff and SAC meetings, and we will use input for revisions to adjust the SIP as needed.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored throughout the year. Student progress will be measured and tracked through district and state progress monitoring tools. Data cards will be created for each student and displayed in our PLC room. This data will allow us to monitor student growth and drive conversations during our weekly meetings. Teachers will document quarterly progress on progress reports and report cards. As we hold weekly meetings with our teams, we will discuss the students who directly correlate to our SIP goals and identify and revise any action steps to support our student's growth toward our goals.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	12	22	15	28	15	14	0	0	0	106
One or more suspensions	0	6	6	13	5	9	0	0	0	39
Course failure in English Language Arts (ELA)	0	0	0	0	5	4	0	0	0	9
Course failure in Math	0	0	0	11	1	5	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	1	27	15	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	1	15	11	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	11	6	28	14	16	0	0	0	80
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	0	58	8	34	0	0	0	106

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	22	14	18	13	19	0	0	0	103
One or more suspensions	0	1	7	3	5	4	0	0	0	20
Course failure in ELA	0	0	3	12	9	6	0	0	0	30
Course failure in Math	0	0	4	10	10	5	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	8	8	10	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	3	7	11	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	10	11	34	19	18	0	0	0	108

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	5	8	11	28	26	0	0	0	79

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	6	5	14	0	0	0	0	0	28
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	22	14	18	13	19	0	0	0	103
One or more suspensions	0	1	7	3	5	4	0	0	0	20
Course failure in ELA	0	0	3	12	9	6	0	0	0	30
Course failure in Math	0	0	4	10	10	5	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	8	8	10	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	3	7	11	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	10	11	34	19	18	0	0	0	108

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	5	8	11	28	26	0	0	0	79

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	6	5	14	0	0	0	0	0	28
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	65	53	55	66	56	51		
ELA Learning Gains				71			60		
ELA Lowest 25th Percentile				62			43		
Math Achievement*	62	68	59	56	52	50	52		
Math Learning Gains				61			50		
Math Lowest 25th Percentile				53			38		
Science Achievement*	68	69	54	46	67	59	56		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	65	68	59	45			59		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	310
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	4	
ELL	58			
AMI				
ASN				
BLK	39	Yes	1	
HSP	61			
MUL	72			
PAC				
WHT	69			
FRL	60			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	61			
AMI				
ASN				
BLK	43			
HSP	59			
MUL	65			
PAC				
WHT	68			
FRL	55			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			62			68					65
SWD	32			35			47				5	39
ELL	53			61			80				5	65
AMI												
ASN												
BLK	40			37			33				4	
HSP	53			63			80				5	66
MUL	72			72							2	
PAC												
WHT	70			68			79				4	
FRL	56			60			67				5	64

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	55	71	62	56	61	53	46					45
SWD	29	58	54	26	47	44	18					35
ELL	61	69		63	72	70	46					45
AMI												
ASN												
BLK	35	63	50	34	49	39	33					
HSP	59	67	60	64	69	62	47					42
MUL	56	100		44	60							
PAC												
WHT	68	80		70	60		63					
FRL	50	70	64	54	60	53	42					44

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	51	60	43	52	50	38	56					59
SWD	23	29	33	27	40	36	19					38
ELL	59	58		54	49		46					59
AMI												
ASN												
BLK	30	53		30	55		47					
HSP	51	57	40	54	40	20	50					60
MUL	57			57								
PAC												
WHT	67	72		67	61		79					
FRL	47	57	37	48	47	40	53					56

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	67%	-3%	54%	10%
04	2023 - Spring	54%	67%	-13%	58%	-4%
03	2023 - Spring	47%	61%	-14%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	60%	70%	-10%	59%	1%
04	2023 - Spring	66%	70%	-4%	61%	5%
05	2023 - Spring	46%	66%	-20%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	67%	-3%	51%	13%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performance area was 3rd Grade ELA. Our scores dropped from 50 to 46 in overall achievement. Some of the factors that contributed to our low 3rd grade scores was the intense focus we intentionally placed in our 4th and 5th grade due to new teachers/student needs. We had new teachers and staff that needed to take emergency time off and we had focused intervention teachers to maintain instruction in those upper grades as well as provided extensive intervention support in those grade levels for students. We continued to monitor the 3rd grade data throughout the year and as we noted a dip in achievement we started to implement more interventions, however it may have been too late for it to significantly impact scores.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our lowest performance area was 3rd Grade ELA. Our scores dropped from 50 to 46 in overall achievement. Some of the factors that contributed to our low 3rd grade scores was the intense focus we intentionally placed in our 4th and 5th grade. We had new teachers in the upper grades and provided extensive intervention support in those grade levels. We continued to monitor the 3rd grade data

throughout the year and as we noted a dip in achievement we started to implement more interventions, however it may have been too late for it to significantly impact scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was our 5th grade math. We were behind the state (55), Alta Vista (47) by 8 points. The trend for our 5th grade math scores from 2022, state (52), AVE (49) a difference of -3. And for the 2021 school year, State (51), AVE (62), a difference of +11. The trend shows we have always been closer or above the state average in previous years. This year we had a new teacher to Alta Vista in our 5th grade classroom. She was departmentalized and was responsible for 2/3 of our 5th grade score. As a new teacher to the school, there was extended time to adjust to our students and establish routines and procedures. She was also had a significant time away from the class and we had a sub in her place for that time period.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most growth was our 4th grade math scores. Our overall achievement increased by 17 points and we ended at 66% proficient. Our 4th grade teachers really invested in the instruction during the math block. They focused on standards-based instruction and utilizing small groups to continue to support with interventions and enrichment. The teachers intentionally planned instruction based on essential standards and used common assessments to monitor their progress. The continued this process throughout

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reviewing the EWS data there are two areas that stand out as potential areas of concern. The first is our total numbers of suspensions. We increased the total number by 19 points. This area will be a focus area for us this year to analyze our behavior data to identify our at risk students a ensure we are implementing the appropriate interventions to support their needs.
The other area that stands out is our students with two or more warning indicators. During the 2022 school year we had 79 students, this year we have 106 students. We need to identify who these students are and cross reference the areas of concern. We need to ensure we are providing supports and interventions to help with the areas of concern.

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

1. 3rd Grade ELA Achievement
2. SWD in Math
3. Suspension Rate
4. 5th Grade Math Achievement
5. 2 or more indicators for early warning system

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When analyzing the data to identify focus areas, our Students with Disabilities subgroup did not meet the federal index in 2022. However, we demonstrated some growth with our learning gains (+7), and lowest quartile gains (+8). Based on our initial data from 2023 we did increase our proficiency (+15). The school leadership team and teachers analyzed math data and identified deficit areas for 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. 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 and achievement on FAST for Math.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the year 2024, there will be a minimum increase of four percentage points, from 26% to 30%, in the number of students with disabilities demonstrating achievement on FAST - MATH.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Dreambox Lessons - monitored weekly by classroom teacher and coach
Common Assessments - discussed and monitored during weekly PLC
Quarterly Data Chats with Teachers
Weekly team meetings highlighting data and instructional practices to support areas of need
FAST administered Fall, Winter, Spring - Monitored by teachers, coaches and administration
District Progress Monitoring - Monitored quarterly by teachers, coaches and administration

Person responsible for monitoring outcome:

Mindy Long (mindy.long@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 FAST 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 Math will receive Math 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 math groups driven by formative and summative assessments. The teachers will use interventions provided through GloSS, a research-based math intervention to support small group instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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 FAST and GloSS 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 Dreambox data, GloSS data and teacher goals. The ESE Liaison and Instructional Coach 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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' FAST 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 Math will receive Math 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 math groups driven by formative and summative assessments.

Person Responsible: Mindy Long (mindy.long@sarasotacountyschools.net)

By When: Reviewed each quarter during observations, PLC, lesson plans, progress monitoring data.

All ESE students will be identified during individual teacher data chats with administrators and instructional coaches based on FAST, progress monitoring and Dreambox 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 Dreambox 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. The ESE Liaison will also work with the special area teachers to implement strategies that support the learning of the students.

Person Responsible: Meredith McArthur (meredith.deanmcarthur@sarasotacountyschools.net)

By When: Ms. Busenburg will be meeting with teams weekly to review instructional groups and assist with planning and analzying common assessments.

Teachers will communicate and engage parents and families by sharing their students' progress monitoring data. Teachers will share with families areas of growth, and they will also share areas for improvement. In addition, teachers will identify one or two specific strategies/activities that parents can use to support and engage in their child's learning at home. This plan will be shared with parents at parent-teacher conferences, CARE meetings, and will be updated as students progress throughout the school year.

Person Responsible: Meredith McArthur (meredith.deanmcarthur@sarasotacountyschools.net)

By When: Reviewed monthly during PLC and also quarterly data chats

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We analyzed the FAST data from the 2023 school year, and our 3rd grade reading scores were an area we could demonstrate growth. Our overall proficiency dropped 4 percentage points with only 46% of our students demonstrating proficiency. We will compare this data to FAST progress monitoring and i-Ready data. Through collaborative planning and coaching cycles, we will develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs. Utilizing the district-created Instructional Focus Guide and the Benchmark 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 team meetings. Teachers will analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps. As we continue to progressmonitor, and analyze data, we will create instructional strategies and plans to meet our students' needs.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the year 2024, there will be a minimum increase of of four percentage points 46% to 50% in 3rd grade reading, in the number of students demonstrating proficiency in ELA on FAST.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

iReady lessons
Grade Level Progress Monitoring Workbooks which include: Fluency, Running Records, Phonics
Benchmark Advance Unit Interim Assessments
Common Assessments
FAST Administration Fall, Winter, Spring

Person responsible for monitoring outcome:

Mindy Long (mindy.long@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will consistently plan and provide instruction using our standards-based reading 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 reading groups driven by achievement, progress monitoring, and data analysis. The Literacy Coach will support teachers with the planning process and implementing research-based strategies to support student learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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 FAST data. During data chats, an instructional plan will be developed to implement reading strategies that address individual learning needs and goal setting. Teachers will complete a group profile that evaluates each student's FAST performance and the deficit areas 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 reading will receive ongoing small group instruction with their classroom teacher and an intervention teacher.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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 reading centers and independent work using accountability measures to progress monitor student mastery of standards
Infuse reading vocabulary consistently throughout instruction
Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual student learning needs.

Person Responsible: Mindy Long (mindy.long@sarasotacountyschools.net)

By When: Reviewed each quarter during observations, PLC, lesson plans, progress monitoring data.

With the support of our Literacy Coach, we will infuse the Instructional Focus Guide, Success Criteria for the year, supplemental curriculum resource materials, and computer-based learning systems into instruction and learning.
The Literacy Coach will support teachers with integrating supplemental supportive reading materials to enhance standards-based instruction and student learning
Our Literacy Coach and district curriculum specialists will provide professional development focused on Visible Learning, vocabulary development, Differentiated Instruction, small group instruction, intervention strategies, reading standards, and instruction
Professional Development: Standards-Based Instruction Differentiated Instruction and Benchmark

Person Responsible: Bonnie Michaels (bonnie.michaels@sarasotacountyschools.net)

By When: Weekly during team meeting, coaching cycles and planning sessions

Teachers will communicate and engage parents and families by sharing their students' progress monitoring data. Teachers will share with families areas of growth, and they will also share areas for improvement. In addition, teachers will identify one or two specific strategies/activities that parents can use to support and engage in their child's learning at home. This plan will be shared with parents at parent-teacher conferences, CARE meetings, and will be updated as students progress throughout the school year.

Person Responsible: Meredith McArthur (meredith.deanmcarthur@sarasotacountyschools.net)

By When: Reviewed monthly during PLC and also quarterly data chats

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As a leadership team we anaylzed our discipline data and Early Warning Systems data. Our number of suspensions has increased by (+19) from the previous year across all grade levels. This is area has an impact on the overall culture and environment of the school. This is an area that we have identified as needing improvement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the year 2024, Alta Vista will reduce the number of suspensions from 39 to 35.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Behavior data is collected daily and analyzed on a monthly basis to identify students in need of strategic interventions. Students are discussed at our weekly support team meetings to establish continuous communication and assure consistency. We will continue to anaylze monthly behavior data and implement behavior plans/interventions to support at risk students.

Person responsible for monitoring outcome:

Mindy Long (mindy.long@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Alta Vista has implemented CHAMPS school-wide to assure common language and expectations. Instructional staff receive on-going coaching with our Behavior Specialist to assure a deep understanding of deescalation strategies (Mindset), classroom vs. office managed behaviors and how to use positive reinforcement effectively. ThisThe PBIS team has developed a school-wide PBIS IFG that identify a daily and weekly focus in social skills and our eagle expectations. To support the PBIS IFG there is a token economy including in our EagleZon that all classes participate in and visit weekly. Our HEART room (behavior Resource Room) has been established to allow students to reflect and practice replacement behaviors and is monitored by the Behavior
Specialist. 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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Behavior data is collected daily and analyzed on a monthly basis to identify students in need of strategic interventions. Students are discussed at support team meetings to establish continuous communication and assure consistency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Behavior data is collected daily and analyzed on a monthly basis to identify students in need of strategic interventions.
2. Students are discussed at weekly support team meetings to establish continuous communication and assure consistency.
4. To support the PBS IFG there is a token economy including EagleZon that all classes participate in and visit weekly.
5. 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.

Person Responsible: Meredith McArthur (meredith.deanmcarthur@sarasotacountyschools.net)

By When: During weekly support team meetings, monthly PBIS meetings and monthly review of behavior data.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

District senior leadership reviews district funding allocations and distributes monies to schools based on varying criteria and factors.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

NA

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

We analyzed the FAST data from the 2023 school year, and our 3rd grade reading scores were an area we could demonstrate growth. Our overall proficiency dropped 4 percentage points with only 46% of our students demonstrating proficiency. We will compare this data to FAST progress monitoring and i-Ready data. Through collaborative planning and coaching cycles, we will develop instructional strategies and interventions to differentiate instruction and meet individual student learning needs. Utilizing the district-created Instructional Focus Guide and the Benchmark 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 team meetings. Teachers will analyze student data and progress monitoring assessments identifying trends and outliers to plan strategic action steps. As we continue to progressmonitor, and analyze data, we will create instructional strategies and plans to meet our students' needs.

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 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 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

By the year 2024, there will be a minimum increase of of four percentage points 46% to 50% in 3rd grade reading, in the number of students demonstrating proficiency in ELA on FAST.

Monitoring

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 impact student achievement outcomes.

iReady lessons
Grade Level Progress Monitoring Workbooks which include: Fluency, Running Records, Phonics
Benchmark Advance Unit Interim Assessments
Common Assessments
FAST Administration Fall, Winter, Spring

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Long, Mindy, mindy.long@sarasotacountyschools.net

Evidence-based Practices/Programs

Description:
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?

Teachers will consistently plan and provide instruction using our standards-based reading 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 reading groups driven by achievement, progress monitoring, and data analysis. The Literacy Coach will support teachers with the planning process and implementing research-based strategies to support student learning.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Students performing in the lowest 25% of each class will be identified during individual teacher data chats with administrators and instructional coaches based on FAST data. During data chats, an instructional plan will be developed to implement reading strategies that address individual learning needs and goal setting. Teachers will complete a group profile that evaluates each student's FAST performance and the deficit areas 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 reading will receive ongoing small group instruction with their classroom teacher and an intervention teacher.

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
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 reading centers and independent work using accountability measures to progress monitor student mastery of standards Infuse reading vocabulary consistently throughout instruction Differentiated instructional strategies and individualized interventions will be monitored and adjusted to meet individual student learning needs.	Long, Mindy, mindy.long@sarasotacountyschools.net
With the support of our Literacy Coach, we will infuse the Instructional Focus Guide, Success Criteria for the year, supplemental curriculum resource materials, and computer-based learning systems into instruction and learning. The Literacy Coach will support teachers with integrating supplemental supportive reading materials to enhance standards-based instruction and student learning Our Literacy Coach and district curriculum specialists will provide professional development focused on Visible Learning, vocabulary development, Differentiated Instruction, small group instruction, intervention strategies, reading standards, and instruction Professional Development: Standards-Based Instruction Differentiated Instruction and Benchmark	Michaels, Bonnie, bonnie.michaels@sarasotacountyschools.net
Teachers will communicate and engage parents and families by sharing their students' progress monitoring data. Teachers will share with families areas of growth, and they will also share areas for improvement. In addition, teachers will identify one or two specific strategies/activities that parents can use to support and engage in their child's learning at home. This plan will be shared with parents at parent-teacher conferences, CARE meetings, and will be updated as students progress throughout the school year.	McArthur, Meredith, meredith.deanmcarthur@sarasotacountyschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

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

Parents and families are regularly invited to attend Alta Vista - Parent Teacher Organization (PTO) and 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.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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.

Furthermore, a Title I Annual Meeting is scheduled for parents and families. All parents are invited and encouraged to attend 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

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We have used Title 1 funds to contract intervention teachers to support students. Each intervention teacher is assigned to two teachers and will have a block of time to support in the ELA and math block.

They will be pulling small groups and supporting with reteaching or enrichment. Each intervention teacher will also be supporting grade levels during a designated block of time for interventions. The leadership team in conjunction with the teams will analyze student data and determine which students are in need of interventions and we will create groups based on need. The intervention teachers will instruct the small groups using research-based strategies and materials to help increase the student achievement.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Parent involvement and participation is maximized through in person or zoom meetings, conference calls, Classroom DOJO, emails, Schoology, 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, 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, Manatee Technical 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, 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

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

Family Celebration Cookout and Book Fair provided annually

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The School Guidance Counselors, Social Workers, Mental Health Counselor, Behavior Specialist, Teachers, and Administration collaborate to meet students' 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 part-time mental health counselor who meets individually with students and their families to address students' needs. The Eagles' Nest Volunteer Center provides tutoring and mentoring support for 100 at-risk students by over 30 active volunteers throughout the school year. Referrals are made to community agencies, such as the JFCS, Florida Center, Big Sisters, Big Brothers, Centerstone, etc. Meetings are held one to two times each month, along with frequent phone calls between the Sarasota Housing Authority and Alta Vista School to collaborate with and about students and families in an effort to support their social-emotional needs.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our EagleSWAG program has laid the foundation for students to integrate the A4 Principles for Success (Attendance, positive Attitude, personal Achievements {both academic and nonacademic} and

Accountability) by developing a growth mindset aligned with their educational plans. Last year, we implemented the following:

· EagleSWAG college, career and life curriculum
· Middle school exploratory for parents and students
· Annual Grad Walk and Senior Symposium with Alta Vista alumni graduating from high school, current fifth grade graduating students, and our parents who have attended and graduated from our 2Gen Adult programs
· Develop a community-based speaker series to provide information on career clusters, educational opportunities, employability skills and goal setting for both students and parents
· Plan and support alternate learning experiences (field trips) for students in grades 4 and 5 that provide opportunities to visit Sarasota High School, Suncoast Technical College, Ringling College of Art and Design, and New College
· Work hand in hand with parents to help them navigate the educational system as their child moves from elementary to middle school
· Enhance Eagle Academy and Parent University through programming that supports college, career and life exploration
· Connect with our 2Gen Career Navigator to provide parents with experiences to explore college, career, and vocational opportunities

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

During the course of the year, teachers have participated in district and state professional development. We have had several teachers request to attend specific professional development based on their content areas. The district has specialists they send to the schools to support us with analyzing data and aligning instruction to meet the needs of students.
Dr. Long has worked to build the sense of community among the staff. As far as retaining staff, she has fostered an open door policy and provided the teachers with some autonomy in the classroom, but still holds them accountable for student learning. She is constantly combing through hiring sites and looking for the best educators to hire at Alta Vista. When working with staff she sets clear expectations for their work and how that work impacts students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We are fortunate to have two pre-k programs at our school, this allows for a smooth transition to our kindergarten programs. For the other incoming students we offer two Kindergarten round-up that allows students and families to tour the school, meet the Kindergarten teachers and also learn about our educational programs. We also provide a summer learning academy for incoming kindergarten students. This six week program introduces our incoming kindergarten students to the routines and procedures of our school and also allows them to have an introduction to beginning kindergarten skills.