Altamonte Elementary School

2015-16 School Improvement Plan

Altamonte Elementary School

525 PINEVIEW ST, Altamonte Springs, FL 32701

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0561

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	65%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Altamonte Elementary is a shared mission of SCPS which is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement

Student Engagement + Differentiated Instruction = High Achievement

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

A district focus is culturally relevant teaching. The staff will continue professional development trainings for our staff led by Liza Ferreira, a Title I District Support Facilitator. Our staff will implement the strategies learned.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our school has a school-wide Positive Behavior Support program that begins before the bell and extends through the school day. Areas of focus outside the normal school day include the buses, after school tutorial, and the 21st Century program. PBS promotes positive behavior which encompass being responsible, respectful, and ready to learn.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Altamonte has a school-wide, classroom behavior plan that all teachers implement daily. The plan is centered around citizenship. Standard consequences are utilized for K-2 and 3-5 so the expectation in all classrooms are consistent. During pre-planning, we conducted a staff training on the implementation of the plan and followed up with meetings for the students in grade level assemblies. Parents were informed during Open House, PTA meetings, and additional information sent home in the beginning of the year folders.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our guidance counselors and School Administration Manager provide assistance for our students. Along with our internal resources, we have outside resources who come into our school to provide additional services. Below are a description of those services:
-Mentoring program- Students will be paired with a mentor who will meet with them throughout year
-Grief support group- For students who have experienced a death and need grief counseling- 8 week group through Hospice of the Comforter
-Confident Kids- A small psycho-educational group to help students improve leadership skills, social skills, and social relationships with peers.

- Individual counseling services through Aspire- students are seen here at school through a cooperative agreement with Lakeside and SCPS.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/215622.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Gamble, Pam	Principal
Phillips, Lisa	Administrative Support
Barker, Laura	Instructional Coach
Kelley, Shaun	Assistant Principal
Maupin , Tiffany	Instructional Coach
Lyons , Donna	Guidance Counselor
Kouri, April	Guidance Counselor
Mohamed, Tara	Teacher, K-12
Andersen, Katilyn	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team members will be collectively engaged in the promotion of data-driven decision making school wide. Each member of the school-based leadership team will be a vital part of this process by providing input drawn specifically from their individual area of expertise, whether it be administration, reading, math, data, or guidance. Therefore, the function of each member in implementing the MTSS process will be this:
-To add their specific knowledge and experience to school-based leadership team to effectively align the school's MTSS process with state and district led initiatives and to the school's SIP,
-To support the use of data-driven problem solving, and to ensure creation of and implementation of this process school wide.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.
Altamonte School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. XX school will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Teacher
Pam Gamble	Principal
Nicole Nikieleski	Parent
Michael Loughran	Parent
Lori Behr	Parent
Gabriella Duke	Parent
John Bragg	Education Support Employee
Angela Shapiro	Teacher
Allison Carothers	Teacher
Yvonne Drake	Parent
Meg Elder	Parent
Tarah Castro	Parent
Michael Circe	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Our School Advisory Council reviewed and provided feedback on the School Improvement Plan during our September meeting including input on the school budget. The SIP goals were reviewed and members provided input.

Development of this school improvement plan

SAC will review the goals, actions and barriers,and then provide input as appropriate. The final plan will be approved by the SAC.

Preparation of the school's annual budget and plan

Our School Advisory Council was informed of budgetary needs and allocations for certain areas and provided feedback. That budget was approved in the September meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds will be used to support student achievement in Reading, Math, Science and Writing in the form of student recognition. Additionally, SIP funds are used to purchase additional instructional materials as recommended for consideration.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Barker, Laura	Instructional Coach
Gamble, Pam	Principal
Andersen, Katilyn	Teacher, K-12
Mohamed, Tara	Teacher, K-12
Kouri, April	Guidance Counselor
Lyons , Donna	Guidance Counselor
Kelley, Shaun	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on using classroom performance and data to increase student achievement through differentiated instructional strategies. Additionally the LLT will assist teachers to increase student engagement during instructional delivery.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our teachers are provided with a 90 minute planning schedule once a week to foster collegiality and collaborative planning. Teams also use regularly scheduled PLC time to plan together. Our ESE inclusion teachers join the regular education teachers to plan bi-monthly. Monthly our staff is invited to attend a "We-Lax Wednesday" to build relationships and community among all staff members.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school has two school-wide mentors who work with administration to coordinate all mentoring activities on our campus. These school-wide mentors are trained by our county's new teacher facilitator and are given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentors meet the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Our school arranges for each new teacher to be accompanied by a well-chosen peer for visits to classrooms of highly effective teachers. Both this peer and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All of our instructional planning is based on the Florida Standards. Both administration and the instructional coaches guide our teachers through this process. Teachers are afforded extended, full day PLCs on unpacking the Florida Standards. The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Altamonte has a school-wide, intervention time called "Reteach and Enrich" for all students. During this time, all staff members are a part of the process. Students are pre-assessed and placed in a strategic group for intensive intervention. Reassessment occurs each week for progress monitoring. Also during PLCs, common assessment and district progress monitor data are disaggregated by grade level teams for use in the continuous improvement cycle to increase student achievement.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 24,300

Students in the Lowest Quartile participate in 21st Century Community Learning Center after school daily from 3:30 - 5:45 pm. The federally funded grant program provides both enrichment and academic instruction in core subject areas.

Students needing academic improvement not involved in 21st CCLC are offered after school tutorial twice weekly for 90 minute sessions. Tutorial provides instruction in the core academic subjects of reading, math and writing.

Strategy Rationale

Research shows that increasing the academic learning time of a student will increase their achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gamble, Pam, pam_gamble@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady is used for both reading and math in 21st CCLC and after-school tutorial. Data is collected from this program and used to tailor instruction based on individual student need. Data is also used to measure effectiveness of the academic portion of 21st CCLC and tutorial.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. 5th grade students attend a middle school articulation each fall to help them decide on their schedule. Selected fifth grade students are a part of the Summer Bridges program to get them ready for middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Teach-In is an annual event where volunteers from the community come in to share with the students. Teachers can also select speakers from the approved district list.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Our students filter into Milwee Middle School which has a focus on pre-engineering, and Lyman High School which is an institute of engineering.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Robotics and STEM lessons are incorporated into our curriculum. We also have an after-school Robotics Club. Our teachers incorporate authentic tasks into their lessons at least three times per year.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By increasing student engagement during instructional delivery, Altamonte Elementary will increase our percentage ranking among all Florida elementary schools by 20%.

G2.   By providing differentiated instruction based on teacher monitoring of classroom performance and data, Altamonte Elementary will increase our percentage ranking among all Florida elementary schools by 20%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By increasing student engagement during instructional delivery, Altamonte Elementary will increase our percentage ranking among all Florida elementary schools by 20%. `1a`

🔑 G074268

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0
FSA Mathematics - Achievement	59.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- Instructional Plans for all subject areas

- Reading Street, Go Math, Science Fusion, Florida Standards, Kagan Strategies

- Coaches and Interventionists

- DuFour Model for PLCs

Targeted Barriers to Achieving the Goal `3`

- Purposeful planning of engaging and rigorous instruction.

Plan to Monitor Progress Toward G1. `8`

Common assessment data and PMAs will be monitored for student achievement gains

Person Responsible
Pam Gamble

Schedule
Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Consistent student progress towards one year's growth in one year's time, monitored by iReady and PMAs.

G2. By providing differentiated instruction based on teacher monitoring of classroom performance and data, Altamonte Elementary will increase our percentage ranking among all Florida elementary schools by 20%.
`1a`

🔍 G074269

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0
FSA Mathematics - Achievement	59.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- Scheduled professional development, administration and coaches

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher experience in disaggregating student assessment data.

- Additional support is needed in grouping and planning for differentiated instruction.

Plan to Monitor Progress Toward G2. `8`

Tier 1 students should continue their level of instructional intensity and be provided with enrichment activities. Tier 2 and Tier 3 students will be provided with additional instruction and support during their intervention time.

Person Responsible
Pam Gamble

Schedule
Daily, from 8/17/2015 to 5/26/2016

Evidence of Completion
Grouping students in Reteach and Enrich. Lesson plans are checked weekly and should reflect the level of instruction to meet the needs of students (i.e. strategic intervention, on-level, enrichment/extension interventions).

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. By increasing student engagement during instructional delivery, Altamonte Elementary will increase our percentage ranking among all Florida elementary schools by 20%. `1`

🔑 G074268

G1.B1 Purposeful planning of engaging and rigorous instruction. `2`

🔑 B193894

G1.B1.S1 Purposefully plan collaborative opportunities for students within lessons. `4`

🔑 S205410

Strategy Rationale

Increase engagement and deepen understanding of content for all students.

Action Step 1 `5`

Professional Learning Communities for all instructional areas will be conducted during teacher's 90 minute planning time. Strategies for student engagement will be embedded into daily lesson plans.

Person Responsible

Pam Gamble

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Lesson plans and classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration and coaches will lead PLCs with each grade-level team and conduct walk-throughs to see the planning in action.

Person Responsible

Pam Gamble

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Teacher lesson plans and walk-through data in iObservation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teacher lesson plans and classroom walk-throughs.

Person Responsible

Pam Gamble

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Lesson plans are checked weekly and classroom walk-throughs are conducted to monitor implementation.

G1.B1.S2 Use the DuFour PLC model during weekly 90 minute planning times to guide purposeful planning. 4

S205411

Strategy Rationale

This model helps meet the needs of students in Tier 1, Tier 2, and Tier 3.

Action Step 1 5

Teachers will use student data to answer the four questions during instructional planning.

Person Responsible

Pam Gamble

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Lesson plans, assessment data, and focused walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration and coaches will attend and monitor the PLC meetings. The Reading and Math Coaches will have frequent visits with teachers to provide them with feedback and support.

Person Responsible

Pam Gamble

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Teacher lesson plans, administration inputs actionable feedback into iObservation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Common Assessment data tracking sheets and progress monitors will be utilized by each grade level team.

Person Responsible

Pam Gamble

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Student scores on the common assessments tracked on the data tracking sheet and progress monitors.

G2. By providing differentiated instruction based on teacher monitoring of classroom performance and data, Altamonte Elementary will increase our percentage ranking among all Florida elementary schools by 20%. `1`

🔑 G074269

G2.B1 Lack of teacher experience in disaggregating student assessment data. `2`

🔑 B193895

G2.B1.S1 Provide professional development and support for teachers on how to effectively monitor and disaggregate student data. `4`

🔑 S205413

Strategy Rationale

Teachers will be able to better disaggregate student data to provide differentiated instruction.

Action Step 1 `5`

Professional development on disaggregating data in order to provide differentiated instruction for all students..

Person Responsible

Pam Gamble

Schedule

Semiannually, from 8/17/2015 to 5/26/2016

Evidence of Completion

Sign-in Sheets and PD logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Differentiation of instruction within lesson plans specific to student need, classroom walk-throughs, PLC discussions

Person Responsible

Shaun Kelley

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Lesson Plans, walk-throughs, PLC discussions

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Appropriate differentiated instruction is being provided to students based on their current levels of performance.

Person Responsible

Pam Gamble

Schedule

Daily, from 8/17/2015 to 5/26/2016

Evidence of Completion

Consistent student progress towards one year's growth in one year's time as monitored by iReady and PMAs.

G2.B2 Additional support is needed in grouping and planning for differentiated instruction. 2

B193896

G2.B2.S1 Teachers will be provided support to group students appropriately and plan differentiated instruction. 4

S205414

Strategy Rationale

Teachers will provide rigorous leveled instruction for all students.

Action Step 1 5

Coaches will lead teachers through the grouping process in order to plan for their students' needs.

Person Responsible

Shaun Kelley

Schedule

Every 6 Weeks, from 8/17/2015 to 5/26/2016

Evidence of Completion

Teacher lesson plans, fluid R&E groups.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Students will be grouped based on data and receiving appropriate instruction based on their academic level.

Person Responsible

Shaun Kelley

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Lesson plans, classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 [7]

Teachers will independently and/or cooperatively group and plan for effective differentiated instruction.

Person Responsible

Pam Gamble

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Lesson plans, classroom walk-throughs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Professional Learning Communities for all instructional areas will be conducted during teacher's 90 minute planning time. Strategies for student engagement will be embedded into daily lesson plans.	Gamble, Pam	8/17/2015	Lesson plans and classroom walk-throughs	5/26/2016 weekly
G1.B1.S2.A1	Teachers will use student data to answer the four questions during instructional planning.	Gamble, Pam	8/17/2015	Lesson plans, assessment data, and focused walk-throughs	5/26/2016 weekly
G2.B1.S1.A1	Professional development on disaggregating data in order to provide differentiated instruction for all students..	Gamble, Pam	8/17/2015	Sign-in Sheets and PD logs	5/26/2016 semiannually
G2.B2.S1.A1	Coaches will lead teachers through the grouping process in order to plan for their students' needs.	Kelley, Shaun	8/17/2015	Teacher lesson plans, fluid R&E groups.	5/26/2016 every-6-weeks
G1.MA1	Common assessment data and PMAs will be monitored for student achievement gains	Gamble, Pam	8/17/2015	Consistent student progress towards one year's growth in one year's time, monitored by iReady and PMAs.	5/27/2016 monthly
G1.B1.S1.MA1	Teacher lesson plans and classroom walk-throughs.	Gamble, Pam	8/17/2015	Lesson plans are checked weekly and classroom walk-throughs are conducted to monitor implementation.	5/26/2016 weekly
G1.B1.S1.MA1	Administration and coaches will lead PLCs with each grade-level team and conduct walk-throughs to see the planning in action.	Gamble, Pam	8/17/2015	Teacher lesson plans and walk-through data in iObservation.	5/26/2016 weekly
G1.B1.S2.MA1	Common Assessment data tracking sheets and progress monitors will be utilized by each grade level team.	Gamble, Pam	8/17/2015	Student scores on the common assessments tracked on the data tracking sheet and progress monitors.	5/26/2016 monthly
G1.B1.S2.MA1	Administration and coaches will attend and monitor the PLC meetings. The Reading and Math Coaches will have frequent visits with teachers to provide them with feedback and support.	Gamble, Pam	8/17/2015	Teacher lesson plans, administration inputs actionable feedback into iObservation	5/26/2016 weekly
G2.MA1	Tier 1 students should continue their level of instructional intensity and be	Gamble, Pam	8/17/2015	Grouping students in Reteach and Enrich. Lesson plans are checked	5/26/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	provided with enrichment activities. Tier 2 and Tier 3 students will be provided with additional instruction and support during their intervention time.			weekly and should reflect the level of instruction to meet the needs of students (i.e. strategic intervention, on-level, enrichment/extension interventions).	
G2.B1.S1.MA1	Appropriate differentiated instruction is being provided to students based on their current levels of performance.	Gamble, Pam	8/17/2015	Consistent student progress towards one year's growth in one year's time as monitored by iReady and PMAs.	5/26/2016 daily
G2.B1.S1.MA1	Differentiation of instruction within lesson plans specific to student need, classroom walk-throughs, PLC discussions	Kelley, Shaun	8/17/2015	Lesson Plans, walk-throughs, PLC discussions	5/26/2016 weekly
G2.B2.S1.MA1	Teachers will independently and/or cooperatively group and plan for effective differentiated instruction.	Gamble, Pam	8/17/2015	Lesson plans, classroom walk-throughs	5/26/2016 weekly
G2.B2.S1.MA1	Students will be grouped based on data and receiving appropriate instruction based on their academic level.	Kelley, Shaun	8/17/2015	Lesson plans, classroom walk-throughs	5/26/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. By providing differentiated instruction based on teacher monitoring of classroom performance and data, Altamonte Elementary will increase our percentage ranking among all Florida elementary schools by 20%.

G2.B1 Lack of teacher experience in disaggregating student assessment data.

G2.B1.S1 Provide professional development and support for teachers on how to effectively monitor and disaggregate student data.

PD Opportunity 1

Professional development on disaggregating data in order to provide differentiated instruction for all students..

Facilitator

Various leaders

Participants

Teachers and Coaches

Schedule

Semiannually, from 8/17/2015 to 5/26/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Professional Learning Communities for all instructional areas will be conducted during teacher's 90 minute planning time. Strategies for student engagement will be embedded into daily lesson plans.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - Altamonte Elementary School	General Fund		$3,000.00
			Notes: Kagan Cooperative Groups and Engagement			
2	G1.B1.S2.A1	Teachers will use student data to answer the four questions during instructional planning.				$0.00
3	G2.B1.S1.A1	Professional development on disaggregating data in order to provide differentiated instruction for all students..				$0.00
4	G2.B2.S1.A1	Coaches will lead teachers through the grouping process in order to plan for their students' needs.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - Altamonte Elementary School	General Fund		$3,000.00
			Notes: Substitutes for Teacher Planning and Grouping			
					Total:	$6,000.00