

Seminole County Public Schools

Altamonte Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	B

**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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Altamonte Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Student Engagement + Differentiated Instruction = High Achievement

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school has a Multi-Tiered System of Supports (MTSS) core 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 conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	20	11	17	7	5	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	1	1	5	9	1	3	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	23	23	14	0	0	0	0	0	0	0	60

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	6	3	11	5	5	0	0	0	0	0	0	0	31

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

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. To address the truancy issues at Altamonte, we have an "On Time Attendance" award each month. One class in each grade level with the least number of absences and tardies receives recognition. We are also providing additional incentives for those students who are exhibiting truancy issues and meeting with them on a regular basis.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309201>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Gamble, Pam	Principal
Maupin , Tiffany	Instructional Coach
Kouri, April	School Counselor
Mohamed, Tara	Teacher, K-12
Andersen, Katilyn	Teacher, K-12
Duplantis, Jo	Assistant Principal
Shapiro, Angela	Instructional Coach
Varitek, Lynna	Other
Roberts, Ellen	School Counselor

b. Duties

1. 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.

2. 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 Elementary 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 used to provide supplemental staff and support improved instruction and interventions. Altamonte Elementary 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 ensure the gap between special education students and other student groups is reduced. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Teacher
Pam Gamble	Principal
Michael Loughran	Parent
Lori Behr	Parent
John Bragg	Education Support Employee
Allison Carothers	Teacher
Meg Elder	Parent
Michael Circe	Teacher
Irelyz Alamo	Parent
Icaura Nieves	Parent
Kelly Zulueta	Parent

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Varitek, Lynna	Instructional Coach
Gamble, Pam	Principal
Andersen, Katilyn	Teacher, K-12
Mohamed, Tara	Teacher, K-12
Roberts, Ellen	School Counselor
Shapiro, Angela	Instructional Coach
Duplantis, Jo	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

1. 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.

2. 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 is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets 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.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

b. Instructional Strategies

1. 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 uses data to provide and differentiate instruction through; small group differentiated instruction, teacher-led centers, flexible grouping, tutoring-content specific based on need, tier II intervention groups, tier III intervention groups. 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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

b. College and Career Readiness

1. 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.

2. 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.

3. 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. Altamonte has a program of enrichment titled #AES Makers that implements the maker philosophy which includes STEM activities. We also have an after-school Robotics Club. Our teachers incorporate authentic tasks into their lessons at least three times per year.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Student achievement will be increased by differentiating the instruction of all students during teacher-led small groups in science, math and reading.

- G2.** Altamonte Elementary will implement student owned progress monitoring systems to (1) ensure students know and understand their performance levels on the strengths/common areas of needed improvement and ways to access support and to (2) improve student motivation.

Strategic Goals Detail

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

G1. Student achievement will be increased by differentiating the instruction of all students during teacher-led small groups in science, math and reading. 1a

G085454

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of how to develop differentiated small group lesson plans

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Plans for all subject areas
- Reading Street, Go Math, Science Fusion, Florida Standards, Kagan Strategies
- Coaches and Interventionists/strategies
- DuFour Model for PLCs
- Professional development opportunities

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 8/10/2016 to 5/26/2017

Evidence of Completion

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

G2. Altamonte Elementary will implement student owned progress monitoring systems to (1) ensure students know and understand their performance levels on the strengths/common areas of needed improvement and ways to access support and to (2) improve student motivation. 1a

G085455

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher experience in disaggregating student assessment data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scheduled professional development, administration and coaches
- Data binders for students and teachers

Plan to Monitor Progress Toward G2. 8

Weekly teacher-student data summits will take place to ensure student understanding of their performance levels and areas of need and success. Level up tags will be awarded to improve student motivation on i-Ready.

Person Responsible

Lynna Varitek

Schedule

Triannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

i-Ready diagnostic data and completion of student data notebooks

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. Student achievement will be increased by differentiating the instruction of all students during teacher-led small groups in science, math and reading. 1

G085454

G1.B2 Teachers lack knowledge of how to develop differentiated small group lesson plans 2

B227264

G1.B2.S1 Professional development will be provided to build teachers capacity of knowledge and development of differentiated small group lesson plans. 4

S239777

Strategy Rationale

Teachers demonstrate limited knowledge of explicit planning for differentiated student needs.

Action Step 1 5

Professional development will be provided for differentiated small group instruction.

Person Responsible

Angela Shapiro

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

attendance sheets and common planning meeting agenda

Action Step 2 5

Identify teachers who need additional coaching support and begin the coaching cycle

Person Responsible

Angela Shapiro

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

classroom walk-throughs and actionable feedback documentation

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Modeling, co-teaching, coaching cycle, and classroom walk through documentation

Person Responsible

Pam Gamble

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Completion of coaching cycle and observation feedback/evaluations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

i-Ready data, IOWA grades K-3, trimester exams K-5, formative and core assessments

Person Responsible

Tiffany Maupin

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data will be collected and analyzed to differentiate small group instruction.

G2. Altamonte Elementary will implement student owned progress monitoring systems to (1) ensure students know and understand their performance levels on the strengths/common areas of needed improvement and ways to access support and to (2) improve student motivation. 1

G085455

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

B227265

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

S239778

Strategy Rationale

Teachers will be able to better disaggregate student data to provide differentiated instruction to address the needs of all learners specifically those in the lower quartile and those needing advanced opportunities.

Action Step 1 5

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

Person Responsible

Pam Gamble

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Sign-in Sheets and PD logs

Action Step 2 5

Edinsight Professional Development provided by district

Person Responsible

Jennifer Alman

Schedule

On 10/10/2016

Evidence of Completion

attendance sheet and PD agenda

Action Step 3 5

Core data spreadsheets with goals regularly updated during data summits (posted to Shared and monitored regularly)

Person Responsible

Angela Shapiro

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Spreadsheets are updated, Goals are met or revised with an action plan during data summits

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

Monitor core data spreadsheets, goals, and action plans created

Person Responsible

Angela Shapiro

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Core data spreadsheets, assessments, and action plans

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

Tiffany Maupin

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A2 A310484	Edinsight Professional Development provided by district	Alman, Jennifer	10/10/2016	attendance sheet and PD agenda	10/10/2016 one-time
G1.MA1 M318186	Common assessment data and PMAs will be monitored for student achievement gains	Gamble, Pam	8/10/2016	Consistent student progress towards one year's growth in one year's time, monitored by iReady and PMAs.	5/26/2017 monthly
G2.MA1 M318191	Weekly teacher-student data summits will take place to ensure student understanding of their...	Varitek, Lynna	8/10/2016	i-Ready diagnostic data and completion of student data notebooks	5/26/2017 triannually
G1.B2.S1.MA1 M318184	i-Ready data, IOWA grades K-3, trimester exams K-5, formative and core assessments	Maupin , Tiffany	8/10/2016	Data will be collected and analyzed to differentiate small group instruction.	5/26/2017 weekly
G1.B2.S1.MA1 M318185	Modeling, co-teaching, coaching cycle, and classroom walk through documentation	Gamble, Pam	8/10/2016	Completion of coaching cycle and observation feedback/evaluations	5/26/2017 weekly
G1.B2.S1.A1 A310481	Professional development will be provided for differentiated small group instruction.	Shapiro, Angela	8/10/2016	attendance sheets and common planning meeting agenda	5/26/2017 weekly
G1.B2.S1.A2 A310482	Identify teachers who need additional coaching support and begin the coaching cycle	Shapiro, Angela	8/10/2016	classroom walk-throughs and actionable feedback documentation	5/26/2017 weekly
G2.B1.S1.MA1 M318187	Appropriate differentiated instruction is being provided to students based on their current levels...	Maupin , Tiffany	8/10/2016	Consistent student progress towards one year's growth in one year's time as monitored by iReady and trimester exams.	5/26/2017 daily
G2.B1.S1.MA1 M318188	Monitor core data spreadsheets, goals, and action plans created	Shapiro, Angela	8/10/2016	Core data spreadsheets, assessments, and action plans	5/26/2017 weekly
G2.B1.S1.A1 A310483	Professional development on disaggregating data in order to provide differentiated instruction for...	Gamble, Pam	8/10/2016	Sign-in Sheets and PD logs	5/26/2017 monthly
G2.B1.S1.A3 A310485	Core data spreadsheets with goals regularly updated during data summits (posted to Shared and...	Shapiro, Angela	8/10/2016	Spreadsheets are updated, Goals are met or revised with an action plan during data summits	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. Student achievement will be increased by differentiating the instruction of all students during teacher-led small groups in science, math and reading.

G1.B2 Teachers lack knowledge of how to develop differentiated small group lesson plans

G1.B2.S1 Professional development will be provided to build teachers capacity of knowledge and development of differentiated small group lesson plans.

PD Opportunity 1

Professional development will be provided for differentiated small group instruction.

Facilitator

Angela Shapiro

Participants

grade level teams & ESE teachers

Schedule

Weekly, from 8/10/2016 to 5/26/2017

G2. Altamonte Elementary will implement student owned progress monitoring systems to (1) ensure students know and understand their performance levels on the strengths/common areas of needed improvement and ways to access support and to (2) improve student motivation.

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

Monthly, from 8/10/2016 to 5/26/2017

PD Opportunity 2

Edinsight Professional Development provided by district

Facilitator

Alman, Jennifer

Participants

Grade level teams

Schedule

On 10/10/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Professional development will be provided for differentiated small group instruction.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	510-Supplies	0561 - Altamonte Elementary School	Other		\$0.00
			<i>Notes: Non-fiction leveled reader for use in small group differentiated instruction</i>			
	1142	510-Supplies	0561 - Altamonte Elementary School	Other		\$2,500.00
			<i>Notes: Non-fiction leveled reader for use in small group differentiated instruction</i>			
2	G1.B2.S1.A2	Identify teachers who need additional coaching support and begin the coaching cycle				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0561 - Altamonte Elementary School	General Fund		\$1,000.00
			<i>Notes: The purchase of substitute teachers for beginning teachers to visit exemplar classroom teachers to observe effective teaching strategies.</i>			
3	G2.B1.S1.A1	Professional development on disaggregating data in order to provide differentiated instruction for all students..				\$0.00
4	G2.B1.S1.A2	Edinsight Professional Development provided by district				\$0.00
5	G2.B1.S1.A3	Core data spreadsheets with goals regularly updated during data summits (posted to Shared and monitored regularly)				\$0.00
					Total:	\$3,500.00