



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Altamonte Elementary School
525 PINEVIEW ST
Altamonte Springs, FL 32701
407-746-2950
[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0561](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0561)

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 70%
Alternative/ESE Center No	Charter School No	Minority Rate 56%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Altamonte Elementary School

Principal

Pam Gamble

School Advisory Council chair

Charlotte Little

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Pam Gamble	Principal
Tracie Ragland	Assitant Principal
Laura Barker	Reading Coach
Mercedes Hernandez	Math Coach
Eleanor Wadley	Behavior Support
Lisa Phillips	Kindergarten Teacher
Kimberly Schell	5th Grade Teacher
Donna Lyons	School Counselor

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

We have an administrator, parent, instructional, and non-instructional representation. Our administrator is Pam Gamble. Our instructional representatives are Lisa Phillips and Angela Shapiro. Our non-instructional representative is Jodi McCormick. The parents are Tiffany Dowling, Dawn Rochette, Anoch Whitfield, Arthur Wilson, Nicole Nikielski, and Alan Marshall.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

SAC serves as an advisory board for our school. They provide the school and administration with guidance on various issues such as the School Improvement Plan, spending A+ funds, and other areas of concern that impacts the school.

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Pam Gamble

Principal	Years as Administrator: 11	Years at Current School: 7
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Credentials	Elementary Education 1-6 Educational Leadership School Principal
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Performance Record	6 years at Altamonte Elementary - A rated school
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Tracie Ragland

Asst Principal	Years as Administrator: 2	Years at Current School: 0
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Credentials

Performance Record	2 years at Heathrow Elementary School - A School
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Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Laura Barker

Full-time / School-based

Years as Coach: 1

Years at Current School: 3

Areas

Reading/Literacy

Credentials

Elementary Education, BS
MS
Reading Endorsement

Performance Record

3 years

Classroom Teachers

of classroom teachers

65

receiving effective rating or higher

0%

Highly Qualified Teachers

98%

certified in-field

65, 100%

ESOL endorsed

38, 58%

reading endorsed

11, 17%

with advanced degrees

33, 51%

National Board Certified

, 0%

first-year teachers

4, 6%

with 1-5 years of experience

14, 22%

with 6-14 years of experience

21, 32%

with 15 or more years of experience

26, 40%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school leadership team will monitor the MTSS process through frequent and ongoing review of school data and SIP, efficient use of the problem solving model, and by providing ongoing and varied professional development activities for all stakeholders to ensure that the procedures set in place for MTSS are being used, and that they are being used accurately. Additionally, the school leadership team will continue to work with the educators on implementing the problem-solving model and on utilizing evidenced-based practices in the classroom. Additionally, the school leadership team will continue to work with the educators on implementing the problem-solving model and on utilizing evidenced-based practices in the classroom

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school leadership team will use reliable, valid and instructionally relevant assessments to access and analyze the effectiveness of the MTSS process. This will include but is not limited to in the academic areas:

- Screening measures: to collect data for measuring effectiveness of instruction
- Diagnostic measures: that will assist in monitoring student strengths, weaknesses, and areas of concern
- Ongoing progress monitoring: To guide instruction and monitor progress and evaluate instruction and intervention effectiveness
- Formative measures: Assessment embedded within the instructional process
- Summative measures: Assessments given towards the end of the year, to determine final evaluation of learning processes

The school leadership team will continue to monitor data and increase interventions or support needed at Tier 2 and 3, as will best serve the student population for engagement.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The team will support understanding of the MTSS process for all staff by providing ongoing professional development activities that lend to increase in instructional strategies and processes, to support all students at the Tier 1 Level. The team will provide ongoing professional development activities for all staff that support greater understanding of the Tier 2 and Tier 3 process. Parents will be encouraged in the MTSS process by being invited to conferences, and given time to provide their own feedback about the process during these conferences. Parent input will be welcomed and validated, as they develop their own understanding of the MTSS and how it relates to this school's program.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

SuccessMaker 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.

Who is responsible for monitoring implementation of this strategy?

The lead tutorial teacher is responsible for monitoring implementation of SuccessMaker and for disseminating data to tutorial and classroom teachers. Reports are also shared with administration for progress monitoring.

The lead teacher for 21st CCLC is responsible for monitoring implementation, data disseminating and progress monitoring. The lead 21st CCLC teacher reports to administration.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Pam Gamble	Principal
Tracie Ragland	Assistant Principal

Name	Title
Mercedes Hernandez	Math Support Teacher
Laura Barker	Reading Coach
Donna Lyons	Certified Guidance Counselor
April Kouri	Certified Guidance Counselor
Tara Mohamed	Reading Intervention Teacher
Kaitlyn Andersen	Reading Intervention Teacher

How the school-based LLT functions

The Literacy Leadership Team meets weekly. The LLT plans an agenda that includes specific instructional practice needs gleaned from Administrative walkthroughs and side-by-side coaching from the Reading Coach. Additionally, the reading intervention teachers share current assessment data. The certified guidance counselors provide input specific to the MTSS process.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	60%	No	75%
American Indian				
Asian	66%		No	69%
Black/African American	58%	49%	No	62%
Hispanic	68%	53%	No	72%
White	83%	68%	No	84%
English language learners	42%	39%	No	48%
Students with disabilities	54%	32%	No	59%
Economically disadvantaged	63%	51%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	29%	44%
Students scoring at or above Achievement Level 4	114	31%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	50%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	152	59%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	40	60%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	36	66%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	42%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	44%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	49	47%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		50%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	57%	No	71%
American Indian				
Asian	76%		No	78%
Black/African American	53%	37%	No	58%
Hispanic	63%	49%	No	67%
White	75%	69%	No	78%
English language learners	42%	48%	Yes	48%
Students with disabilities	47%	23%	No	52%
Economically disadvantaged	63%	48%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	28%	44%
Students scoring at or above Achievement Level 4	108	30%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	148	57%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	39	57%	66%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	20%	50%
Students scoring at or above Achievement Level 4	36	26%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	86	60%	75%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	102	13%	8%
Students retained, pursuant to s. 1008.25, F.S.	18	2%	1%
Students who are not proficient in reading by third grade	48	38%	25%
Students who receive two or more behavior referrals	18	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parent participation in the Skyward Parent Portal.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent logged into Skyward Parent Portal at least once during the school year.	74	12%	25%

Goals Summary

- G1.** To increase student engagement during instructional delivery
- G2.** To increase student engagement during instructional delivery.
- G3.** Providing differentiated instruction based on teacher monitoring of classroom performance and data to increase student achievement.

Goals Detail

G1. To increase student engagement during instructional delivery

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing

Resources Available to Support the Goal

- Reading Street curriculum
- Reading Coach

Targeted Barriers to Achieving the Goal

- Implementation of Reading Street curriculum

Plan to Monitor Progress Toward the Goal

Teachers will share resources and engagement strategies. Students receiving Level 3 or above should continue their level of instructional intensity and be provided with enrichment activities. Students who are in the Level 1 or 2 will be provided additional interventions in their classrooms during their invention time.

Person or Persons Responsible

Coaches, Administration, and teachers will meet together following the assessments.

Target Dates or Schedule:

Teachers will be required to view data within one week of all students completing the assessment. Teachers will then meet to share resources and engagement strategies.

Evidence of Completion:

Lesson Plans are checked weekly and should reflect the strategies and resources outlined in these PLCs.

G2. To increase student engagement during instructional delivery.**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Go Math

Targeted Barriers to Achieving the Goal

- Difficulty to conceptualize math concepts in real world situations.

Plan to Monitor Progress Toward the Goal

Sign-in sheets and agendas will be collected at the end of each trimester to monitor teacher participation. 66% of students will score a Level 3 or greater on Discovery Education and FCAT assessment. 66% of our students will show learning gains on Discovery Education and FCAT assessments. In addition, the lowest quartile will be monitored for their learning gains.

Person or Persons Responsible

Teachers will be tracking the data of their individual classrooms. The Math Coach and Administration will compile school-wide data for tracking and trends.

Target Dates or Schedule:

After each Discovery Education assessment grade-level teams will disaggregated Math data, three times a year for 4-5 and four times per year in K-2. FCAT data will be disaggregated after completion.

Evidence of Completion:

Teachers will visibly track their students' progress on the data board and in their data notebook after each assessment and also create tracking sheets for each student.

G3. Providing differentiated instruction based on teacher monitoring of classroom performance and data to increase student achievement.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Reading Street, Go Math, Science Fusion, and writing components within Reading Street

Targeted Barriers to Achieving the Goal

- Lack of adequate plan time to meet individual needs of students

Plan to Monitor Progress Toward the Goal

Students receiving a level 3 or above should continue their level of instructional intensity and be provided with enrichment activities. Students who are in level 1 or 2 will be provided with additional instruction and support during their intervention time.

Person or Persons Responsible

Coaches, administration, and teachers will meet together following their assessments.

Target Dates or Schedule:

Teachers will be required to view data within one week of all students completing the assessment. Teachers will then meet to share ways to monitor student understanding of the material presented and different strategies for varying needs of students.

Evidence of Completion:

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

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase student engagement during instructional delivery

G1.B1 Implementation of Reading Street curriculum

G1.B1.S1 Professional Learning Communities with grade level teams and Reading Coach

Action Step 1

Professional Learning Communities for Reading will be conducted during teacher's 90 minute planning time. Strategies for student engagement will be shared using Marzano's high yield strategies.

Person or Persons Responsible

Classroom teachers and reading coach

Target Dates or Schedule

Twice/month

Evidence of Completion

PLC agendas and sign-in sheets will be collected.

Facilitator:

Laura Barker

Participants:

Classroom teachers

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

Reading Coach will schedule Reading PLCs with each grade-level team. Administration will conduct walk-throughs.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Each trimester the Reading Coach will communicate the schedule with Administration.

Evidence of Completion

PLC agendas and sign-in sheets. Walk-through data in iObservation.

Plan to Monitor Effectiveness of G1.B1.S1

Sign-in sheets and agendas will be collected at the end of each trimester to monitor teacher participation. 66% of students will score a Level 3 or greater on Discovery Education and FCAT assessment. 66% of our students will show learning gains on Discovery Education and FCAT assessments. In addition, the lowest quartile will be monitored for their learning gains.

Person or Persons Responsible

Teachers will be tracking the data of their individual classrooms. The Reading Coach and Administration will compile school-wide data for tracking and trends.

Target Dates or Schedule

After each Discovery Education, three times per year in 3-5 and four times per year in K-2, grade-level teams will disaggregate Reading data. FCAT data will be disaggregated upon its completion.

Evidence of Completion

Teachers will track their students' progress on the data board and in their data notebooks after each assessment and also create tracking sheets for each student.

G1.B1.S2 Teachers attending Professional Development opportunities for Reading Street such as on-line tutorials on Mypearsontraining and district-led trainings.

Action Step 1

Teachers will register for trainings and view on-line resources offered for Reading Street. Additional reading trainings on CCSS and text complexity will be offered.

Person or Persons Responsible

Classroom teachers and Reading Coach

Target Dates or Schedule

This is an on-going process. The Reading Coach will provide teachers with a suggested video viewing list based on student needs.

Evidence of Completion

Professional Development Logs will be collected to monitor teachers' attendance. District trainings will be tracked in EIS.

Facilitator:

District personnel

Participants:

Classroom teacher and Reading Coach

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

Administration will conduct classroom walkthroughs. The Reading Coach will have frequent visits with the Reading teachers to provide them with feedback and support.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Administration will provide three walk throughs per year with feedback through iObservation. The Reading Coach will visit each classroom per trimester.

Evidence of Completion

Walkthrough data in iObservation from administration and Coaches Log in PMRN

Plan to Monitor Effectiveness of G1.B1.S2

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

Person or Persons Responsible

Classroom teachers and Reading Coach

Target Dates or Schedule

Upon completion of each common assessment, after teaching a skill the second time, it will be administered to the students and tracked by the classroom teacher.

Evidence of Completion

Student scores on the common assessments and scores tracked on the data tracking sheet

G2. To increase student engagement during instructional delivery.

G2.B1 Difficulty to conceptualize math concepts in real world situations.

G2.B1.S1 Math Coach will provide trainings for teachers to utilize Singapore Math Model for solving words problems.

Action Step 1

Professional Learning Communities for math will be conducted during teacher's 90 minute planning time.

Person or Persons Responsible

Classroom teachers and math coach

Target Dates or Schedule

Twice/Month

Evidence of Completion

PLC agendas and sign in sheets

Facilitator:

Merci Hernandez

Participants:

Classroom teachers

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

Math Coach will schedule Math PLCs with each grade level team

Person or Persons Responsible

Administration and Math Coach

Target Dates or Schedule

Each trimester the Math Coach will communicate the schedule with Administration

Evidence of Completion

PLC agendas and sign-in sheets

Plan to Monitor Effectiveness of G2.B1.S1

Sign-in sheets and agendas will be collected at the end of each trimester to monitor teacher participation. 66% of our students will score a Level 3 or greater on Discovery Education and FCAT assessments. 66% of our students will show learning gains on Discovery Education and FCAT assessment. In addition, the lowest quartile, will be monitored for their learning gains.

Person or Persons Responsible

Teachers will be tracking the data of their individual classrooms. The Math Coach and Administration will compile school-wide data for tracking and trends.

Target Dates or Schedule

After each Discovery Education assessment grade-level teams will disaggregated Math data, three times a year for 4-5 and four times per year in K-2. FCAT data will be disaggregated after completion.

Evidence of Completion

Teachers will visibly track their students' progress on the data board and in their data notebook after each assessment and also create tracking sheets for each student.

G2.B1.S2 Math Coach will assist teachers with understanding of math concepts by modeling lessons before large and small groups.

Action Step 1

The Math Coach will model lessons for classroom teachers..

Person or Persons Responsible

Math Coach and Classroom Teachers

Target Dates or Schedule

60 minute lesson 1 per trimester

Evidence of Completion

Administrator walk through

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Administration will conduct classroom walk-throughs. The Math Coach will have frequent visits with the Math teachers to provide them with feedback and support.

Person or Persons Responsible

Administration and Math Coach

Target Dates or Schedule

Administration will provide three walk-throughs per year with feedback through iObservation. The Reading Coach will visit each classroom per trimester.

Evidence of Completion

Walk-through data in iObservation from administration and Coaches Log in PMRN.

Plan to Monitor Effectiveness of G2.B1.S2

Common Assessment data tracing sheets will be utilized by each grade level team.

Person or Persons Responsible

Classroom teachers and Math Coach

Target Dates or Schedule

Upon completion of each common assessment, after teaching a skill the second time, it will be administered to the students and tracked by the classroom teacher.

Evidence of Completion

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

G3. Providing differentiated instruction based on teacher monitoring of classroom performance and data to increase student achievement.

G3.B1 Lack of adequate plan time to meet individual needs of students

G3.B1.S1 Sharing responsibilities within teams to address varying needs during our 90 minute PLC once per week

Action Step 1

Created with 90 minute plan time once per week for each grade level; Teams share responsibility for planning based on students' needs

Person or Persons Responsible

Teachers, Administration, and Coaches

Target Dates or Schedule

Prior to the start of school; Weekly during their plan time

Evidence of Completion

Master schedule; Lesson Plans

Facilitator:

Various leaders

Participants:

Teachers and Coaches

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Review of lesson plans and monitoring of Intervention blocks with walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S1

66% of students will score a level 3 or greater on Discovery Education and FCAT 2.0 assessments. 66% of our students will show learning gains on Discovery Education and FCAT assessments. 50% of our students will score a level 4 or higher on their District Assessment Progress Monitoring in Writing. In addition, the lowest quartile will be monitored for their learning gains in Reading and Math.

Person or Persons Responsible

Teachers will tracking the data of their individual classrooms. The coaches and administrations will compile school-wide data for tracking and trends.

Target Dates or Schedule

After each Discovery Education implementation, three times per year for 3-5 and four times per year in K-2, grade level teams will disaggregated data. FCAT data will be disaggregated upon its completion.

Evidence of Completion

Teachers will track their students' progress on the data board and in their data notebooks after each assessment and also create a tracking sheet for each student.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Altamonte School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education 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. 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase student engagement during instructional delivery

G1.B1 Implementation of Reading Street curriculum

G1.B1.S1 Professional Learning Communities with grade level teams and Reading Coach

PD Opportunity 1

Professional Learning Communities for Reading will be conducted during teacher's 90 minute planning time. Strategies for student engagement will be shared using Marzano's high yield strategies.

Facilitator

Laura Barker

Participants

Classroom teachers

Target Dates or Schedule

Twice/month

Evidence of Completion

PLC agendas and sign-in sheets will be collected.

G1.B1.S2 Teachers attending Professional Development opportunities for Reading Street such as on-line tutorials on Mypearsontraining and district-led trainings.

PD Opportunity 1

Teachers will register for trainings and view on-line resources offered for Reading Street. Additional reading trainings on CCSS and text complexity will be offered.

Facilitator

District personnel

Participants

Classroom teacher and Reading Coach

Target Dates or Schedule

This is an on-going process. The Reading Coach will provide teachers with a suggested video viewing list based on student needs.

Evidence of Completion

Professional Development Logs will be collected to monitor teachers' attendance. District trainings will be tracked in EIS.

G2. To increase student engagement during instructional delivery.

G2.B1 Difficulty to conceptualize math concepts in real world situations.

G2.B1.S1 Math Coach will provide trainings for teachers to utilize Singapore Math Model for solving words problems.

PD Opportunity 1

Professional Learning Communities for math will be conducted during teacher's 90 minute planning time.

Facilitator

Merci Hernandez

Participants

Classroom teachers

Target Dates or Schedule

Twice/Month

Evidence of Completion

PLC agendas and sign in sheets

G3. Providing differentiated instruction based on teacher monitoring of classroom performance and data to increase student achievement.

G3.B1 Lack of adequate plan time to meet individual needs of students

G3.B1.S1 Sharing responsibilities within teams to address varying needs during our 90 minute PLC once per week

PD Opportunity 1

Created with 90 minute plan time once per week for each grade level; Teams share responsibility for planning based on students' needs

Facilitator

Various leaders

Participants

Teachers and Coaches

Target Dates or Schedule

Prior to the start of school; Weekly during their plan time

Evidence of Completion

Master schedule; Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase student engagement during instructional delivery	\$4,000
G2.	To increase student engagement during instructional delivery.	\$2,500
Total		\$6,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Personnel	Total
Department of Teaching and Learning PD Funds	\$3,000	\$0	\$0	\$3,000
Dept. of Teaching and Learning PD Funds	\$0	\$1,000	\$0	\$1,000
Department of Teaching and Learning NA	\$0	\$2,500	\$0	\$2,500
Total	\$3,000	\$3,500	\$0	\$6,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase student engagement during instructional delivery

G1.B1 Implementation of Reading Street curriculum

G1.B1.S1 Professional Learning Communities with grade level teams and Reading Coach

Action Step 1

Professional Learning Communities for Reading will be conducted during teacher's 90 minute planning time. Strategies for student engagement will be shared using Marzano's high yield strategies.

Resource Type

Professional Development

Resource

Substitutes for extended planning

Funding Source

Department of Teaching and Learning PD Funds

Amount Needed

\$3,000

G1.B1.S2 Teachers attending Professional Development opportunities for Reading Street such as on-line tutorials on Mypearsontraining and district-led trainings.

Action Step 1

Teachers will register for trainings and view on-line resources offered for Reading Street. Additional reading trainings on CCSS and text complexity will be offered.

Resource Type

Evidence-Based Program

Resource

Reading Coach, Math Coach

Funding Source

Dept. of Teaching and Learning PD Funds

Amount Needed

\$1,000

G2. To increase student engagement during instructional delivery.

G2.B1 Difficulty to conceptualize math concepts in real world situations.

G2.B1.S1 Math Coach will provide trainings for teachers to utilize Singapore Math Model for solving words problems.

Action Step 1

Professional Learning Communities for math will be conducted during teacher's 90 minute planning time.

Resource Type

Evidence-Based Program

Resource

Math Coach; substitutes for extended planning

Funding Source

Department of Teaching and Learning

Amount Needed

\$2,500

G3. Providing differentiated instruction based on teacher monitoring of classroom performance and data to increase student achievement.

G3.B1 Lack of adequate plan time to meet individual needs of students

G3.B1.S1 Sharing responsibilities within teams to address varying needs during our 90 minute PLC once per week

Action Step 1

Created with 90 minute plan time once per week for each grade level; Teams share responsibility for planning based on students' needs

Resource Type

Personnel

Resource

Reading Coach

Funding Source

NA

Amount Needed

\$0