

Seminole County Public Schools

# Altamonte Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Altamonte Elementary School

525 PINEVIEW ST, Altamonte Springs, FL 32701

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

## Demographics

Principal: Leslie Durias

Start Date for this Principal: 7/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	82%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (55%) 2018-19: C (49%) 2017-18: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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### SIP Authority

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

Student Engagement + Differentiated Instruction = High Achievement

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Watson, Leslie	Principal	School leader
Little, Charlotte	Assistant Principal	School leader
Wainscott, Kayla	Other	School leader
Snyder, Laura	Instructional Coach	Instructional Coach-ELA- 3-5
Teagarden, Amy	Instructional Coach	Instructional Coach Math 3-5
Schaa, Andrea	Other	School Social Worker
Danielson, Christine	Behavior Specialist	Behavior Support/PBIS
Marigna, ReJeana	School Counselor	School Counselor

### Demographic Information

#### Principal start date

Friday 7/1/2022, Leslie Durias

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

1

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

7

**Total number of teacher positions allocated to the school**

40

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

564

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

9

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

10

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	78	104	99	114	81	92	0	0	0	0	0	0	0	568
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	5	0	1	0	0	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	5	16	2	1	0	0	0	0	0	0	0	0	24
Course failure in Math	0	2	13	4	1	1	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	14	14	23	0	0	0	0	0	0	0	51
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	14	21	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	6	9	6	6	0	0	0	0	0	0	0	29

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	16	8	5	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Friday 8/12/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	100	99	101	89	98	0	0	0	0	0	0	0	580
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	7	1	1	1	0	0	0	0	0	0	0	16
Course failure in Math	0	5	0	1	2	6	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	15	24	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	24	28	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	8	11	15	0	0	0	0	0	0	0	0	0	34

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	5	11	10	13	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	100	99	101	89	98	0	0	0	0	0	0	0	580
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	7	1	1	1	0	0	0	0	0	0	0	16
Course failure in Math	0	5	0	1	2	6	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	15	24	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	24	28	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	8	11	15	0	0	0	0	0	0	0	0	0	34

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	5	11	10	13	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	65%	56%				53%	67%	57%
ELA Learning Gains	57%						53%	61%	58%
ELA Lowest 25th Percentile	54%						37%	51%	53%
Math Achievement	52%	46%	50%				57%	70%	63%
Math Learning Gains	63%						57%	66%	62%
Math Lowest 25th Percentile	49%						39%	50%	51%
Science Achievement	57%	65%	59%				45%	62%	53%

### Grade Level Data Review - State Assessments

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	67%	-9%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	59%	65%	-6%	58%	1%
Cohort Comparison		-58%				
05	2022					
	2019	41%	64%	-23%	56%	-15%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	71%	-14%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	64%	72%	-8%	64%	0%
Cohort Comparison		-57%				
05	2022					
	2019	50%	65%	-15%	60%	-10%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	62%	-17%	53%	-8%
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	23	46	47	25	47	36	46				
ELL	47	75		47	58						
BLK	37	51	43	36	44	36	48				
HSP	53	50	62	53	67	53	48				
MUL	27			30							
WHT	70	70		70	74		80				
FRL	44	55	55	45	60	48	45				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	27	23	25	32	20	7				
ELL	20			13							
BLK	36	50		31	33		39				
HSP	46	36		39	35		48				
MUL	58			33							
WHT	69	35		65	42		56				
FRL	47	41	39	40	36	29	49				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	30	32	34	41	33	16				
ELL	46	45		35	37						
BLK	34	42	35	44	54	44	34				
HSP	52	49	32	54	55	45	43				
WHT	71	68	45	70	61		59				
FRL	46	46	32	49	50	39	38				

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	100
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	29
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

Altamonte Elementary was able to improve their academic performance in most areas measured by the FSA. Learning gains of lowest quartile students increase significantly in the areas of reading and math. Third grade reading did not achieve the percentage of proficiency that we are capable of demonstrating.

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

The greatest need for improvement based on progress monitoring and state assessments in third grade reading proficiency data.

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

Factors contributing to the low performance of multi-racial and students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

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

Altamonte demonstrated a significant increase in learning gains for reading and math in both 4th and 5th grade.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards based tutoring.

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

We will continue with the strategies that were implemented in 2021-2022, and also ensure we add additional measures to strictly monitor IReady and FAST assessments of all students while focusing heavily on our lowest quartile through monthly data chats.

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

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support

**Areas of Focus**

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

:

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Increasing academic achievement of multi-racial students and students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

**Measurable Outcome:**

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

Increase achievement and learning gains for multi-racial students and students with disabilities.

**Monitoring:**

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

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

**Person responsible for monitoring outcome:**

Leslie Watson (leslie\_durias@scps.k12.fl.us)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Lessons aligned to B.E.S.T. benchmarks at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

**Action Steps to Implement**

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

Students in grades 2-5 maintain individual data binders, and record growth in the following areas: iReady Reading and Math diagnostic growth, lessons passed/average percent pass rate; FSA score data and goal setting forms; math and reading fluency tracking forms, goal setting for iReady; grade level assessment data and personal growth goals.

**Person Responsible**

Leslie Watson (leslie\_durias@scps.k12.fl.us)

Instructional Leadership Team and Teachers will identify the low 30% within their own classrooms, and maintain a list of grade level students in the low 30%. Instructional Leaders and Teachers will develop SMART Goals and Action Plans based on ongoing progress monitor data, teachers will provide differentiated instruction and consistently monitor progress using common assessments and iReady data. Instructional Leadership Team will monitor teacher implementation of strategic small group instruction; coach teachers in best practice strategies.

**Person Responsible**

Leslie Watson (leslie\_durias@scps.k12.fl.us)

Teachers, coaches, and administration will meet for PLCs two-three times weekly. Teachers will enter their



formative assessment data prior to each meeting and come prepared to discuss trends, change in practice, and the integration of Mathematical Thinking and Reasoning, as well as the ELA Expectations.

**Person Responsible**

Leslie Watson (leslie\_durias@scps.k12.fl.us)

## RAISE

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

### Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Improving Reading/ELA instruction for students in grades K-2. Review of 2021-2022 ELA progress monitoring data reflects the need for improving on grade level ELA performance of K-2 students.

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

Improving Reading/ELA instruction for students in grades 3-5. Review of 2021-2022 FSA ELA results and district progress monitoring data reflects the need for improving on grade level ELA performance of 3-5 students

### Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

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

The measurable outcome will be an increase in the percentage of students scoring at grade level or above on the FAST PM 3 and iReady diagnostic assessments.

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

The measurable outcome will be an increase in the percentage of students scoring at grade level or above on the FAST PM 3 and iReady diagnostic assessments.

#### Monitoring:

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

This area of focus will be monitored through strategic, data aligned PLC planning and collaboration, common formative assessment data, DRA, FAST and iReady outcomes.

#### Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Watson, Leslie, leslie\_durias@scps.k12.fl.us

#### Evidence-based Practices/Programs:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Research reflects a 0.47 effect size for small group learning.

#### Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

By working with students in small groups, teachers can provide targeted lessons and feedback to quickly accelerate student learning through both differentiation in the core and intervention.

**Action Steps to Implement:**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Developing highly collaborative PLCs strategically focused on the use of formative assessment data.	
Utilizing results of FAST PM1 and PM2, DRA and iReady diagnostics to design reading acceleration support for students.	
Utilizing SCPS Early Warning/MTSS systems to support interventions.	Watson, Leslie,
Reading walk-throughs focused on identifying standards-based and differentiated whole group instruction and small group instruction.	leslie_durias@scps.k12.fl.us
Utilizing pacing calendars and research based instructional materials and practices in 90-minute block.	
Utilizing additional research-based intervention curriculum for tier 2 and 3 students.	

**Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Our School Counselor, Behavioral Interventionist, and School Social Worker provide assistance for our students throughout the year. Along with our internal resources, we have outside resources who support our school to provide additional services. Here is a description of some of those services: Mentoring program- Students will be paired with a mentor who will meet with them throughout the year --Grief support group- For students who have experienced a loss and show a need for grief counseling. --Confident Kids-- A small psychoeducational group to help students improve leadership skills, social skills, and social relationships with peers. --Social-Emotional Learning--We provide classroom instruction in problem solving and other social, emotional skills through regular instruction in all classrooms using the district approved Social-Emotional Curriculum. --District Mental Health Counselor - provides individual and small group counseling.

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

At Altamonte Elementary we work very closely with our Parent Teacher Association (PTA) to ensure that we are collaborating to create a positive learning environment and culture for all stakeholders. We meet regularly with the PTA Executive Board to discuss family and school events to promote a positive environment for all families regardless of their diverse backgrounds. We connect with our business and community partners in various ways to support our endeavors at the school such as assisting with the planning and organization of our community beautification days. Our community partners are a very active part of our School Advisory Council (SAC) and is often involved in our decision making process for schoolwide events. We include these stakeholders in promoting a positive environment for both students and staff as we show appreciation to our staff and teachers often for their hard work. Our business and community partners are seen throughout our campus providing donations and showing appreciation and acts of kindness for our educators.