

Altamonte Elementary School



2014-15 School Improvement Plan

Altamonte Elementary School

525 PINEVIEW ST, Altamonte Springs, FL 32701

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	70%

Alternative/ESE Center	Charter School	Minority
No	No	56%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Altamonte Elementary is a shared mission of SCPS which is to ensure that all early childhood programs and Pre-K through grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

Student Engagement + Differentiated Instruction = High Achievement

School Environment

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

One of the district's four main focuses for the year is culturally relevant teaching. To go along with that focus, we have a series of ten professional development trainings for our staff led by Liza Ferreira, a Title I District Support Facilitator. Our staff will implement the strategies learned.

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

Our school has a school-wide Positive Behavior Support program that begins before the bell and extends through the school day. It also includes the bus rides, after school tutorial, and the 21st Century program. PBS promotes positive behavior which encompass being responsible, respectful, and ready to learn.

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

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

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

Our guidance counselors and School Administration Manager provide assistance for our students. Along with our internal resources, we have outside resources who come into our school to provide additional services. Below are a description of those services:

- Mentoring program- Students will be paired with a mentor who will meet with them throughout year
- Grief support group- For students who have experienced a death and need grief counseling- 8 week group through Hospice of the Comforter
- Confident Kids- A small psycho-educational group to help students improve leadership skills, social skills, and social relationships with peers.

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

Early Warning Systems

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

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, and retention).

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	20	11	17	7	5	61
One or more suspensions	0	0	0	1	2	0	3
Course failure in ELA or Math	1	1	5	9	1	3	20
Level 1 on statewide assessment	0	0	0	23	23	14	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	
Students exhibiting two or more indicators	1	6	3	11	5	5	31

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.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Gamble, Pam	Principal
Ragland, Tracie	Assistant Principal
Phillips, Lisa	Administrative Support
Hernandez, Mercedes	Instructional Coach
Barker, Laura	Instructional Coach

Duties

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

The leadership team members will be collectively engaged in the promotion of data-driven decision making school wide. Each member of the school-based leadership team will be a vital part of this process by providing input drawn specifically from their individual area of expertise, whether it be administration, reading, math, data, or guidance. Therefore, the function of each member in implementing the MTSS process will be this:

- To add their specific knowledge and experience to school-based leadership team to effectively align the school's MTSS process with state and district led initiatives and to the school's SIP,
- To support the use of data-driven problem solving, and to ensure creation of and implementation of this process school wide.

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

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Altamonte School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. XX school will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Charlotte Little	Teacher
Pam Gamble	Principal
Colleen Buchanan	Parent
Anoich Whitfiled	Parent
Nicole Nikieleski	Parent
Carianne Reggio	Parent
Michael Loughran	Parent
Lori Behr	Parent
Gabriella Duke	Parent
John Bragg	Education Support Employee
Angela Shapiro	Teacher
Kyrsti Zuccarini	Teacher

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Barker, Laura	Instructional Coach
Gamble, Pam	Principal
Ragland, Tracie	Assistant Principal
Hernandez, Mercedes	Instructional Coach
Andersen, Katilyn	Teacher, K-12
Mohamed, Tara	Teacher, K-12
Kouri, April	Guidance Counselor
Lyons , Donna	Guidance Counselor
Maupin , Tiffany	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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

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

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

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has 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 new teacher facilitator 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.

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 24,300

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

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gamble, Pam, pam_gamble@scps.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

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

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

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

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

Strategic Goals Detail

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

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

G053293

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
FSA - Mathematics - Proficiency Rate	70.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Instructional Plans for all subject areas
- Reading Street, Go Math, Science Fusion
- Coaches and Interventionists

Targeted Barriers to Achieving the Goal 3

- Implementation of Florida Standards
- New testing format as identified in the test item specifications

Plan to Monitor Progress Toward G1. 8

Walk-through and formal observation data from the SCPS Teacher Evaluation will be used

Person Responsible

Pam Gamble

Schedule

Monthly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Walk-through data and lesson plans will reflect student engagement strategies

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

1a

G053294

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
FSA - Mathematics - Proficiency Rate	70.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Focus materials, iReady, Accelerated Reader, and teacher resources from adopted textbooks

Targeted Barriers to Achieving the Goal 3

- Lack of adequate plan and instructional time to meet individual needs of students
- Lack of pedagogical skills

Plan to Monitor Progress Toward G2. 8

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 Responsible

Pam Gamble

Schedule

Every 6 Weeks, from 8/11/2014 to 5/27/2015

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


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

 G053293

G1.B1 Implementation of Florida Standards **2**

 B134386

G1.B1.S1 Unpacking the Florida Standards for grade level teams with coaches and administration in PLCs **4**

 S146231

Strategy Rationale

Understanding the new standards in which to base their instruction and assessments

Action Step 1 **5**

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

Person Responsible

Pam Gamble

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

PLC agendas and sign-in sheets will be collected.

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

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

Person Responsible

Pam Gamble

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

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

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

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

Person Responsible

Pam Gamble


Schedule

Semiannually, from 9/11/2014 to 5/27/2015


Evidence of Completion

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

G1.B2 New testing format as identified in the test item specifications **2**

 B134387

G1.B2.S1 Using the test item specifications to familiarize ourselves with the format while make sure our common assessments and daily instruction reflect the new format **4**

 S146234

Strategy Rationale

Reduce test anxiety for teachers and students

Action Step 1 **5**

Unpacking the Florida Standards Trainings and PLCs

Person Responsible

Tracie Ragland

Schedule

On 5/27/2015

Evidence of Completion

Sign-in sheet and training materials

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

Teacher instructional materials and common assessments using the test item specification format; utilization of common planning template

Person Responsible

Pam Gamble

Schedule

Weekly, from 9/15/2014 to 5/27/2015

Evidence of Completion

Administrator and Coaches' observations

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

Common assessments are aligned with the test item specifications

Person Responsible

Pam Gamble


Schedule

Monthly, from 8/27/2014 to 5/27/2015


Evidence of Completion

Assessments


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

 G053294

G2.B1 Lack of adequate plan and instructional time to meet individual needs of students 2

 B134388

G2.B1.S1 Sharing responsibilities within teams to address varying needs during our 90 minute PLC once per week 4

 S146235

Strategy Rationale

Longer period of time to work collaboratively

Action Step 1 5

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

Person Responsible

Pam Gamble

Schedule

Weekly, from 8/4/2014 to 5/27/2015

Evidence of Completion

Master schedule; Lesson Plans

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

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

Person Responsible

Tracie Ragland

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Lesson Plans

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

66% of students will score a level 3 or greater on Discovery Education. 66% of our students will show learning gains on Discovery Education. In addition, the lowest quartile will be monitored for their learning gains in Reading and Math.

Person Responsible

Pam Gamble

Schedule

Quarterly, from 9/2/2014 to 5/27/2015

Evidence of Completion

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

G2.B2 Lack of pedagogical skills 2

 B134389

G2.B2.S1 Trainings in after-school professional development and in PLCs Coaches modeling differentiated instruction 4

 S146236

Strategy Rationale

Teacher support

Action Step 1 5

Reteach and Enrich, Word Problem Wednesday, Tier 2 + 3 Reading and Math Strategies, and other trainings

Person Responsible

Tracie Ragland

Schedule

Monthly, from 8/13/2014 to 5/27/2015

Evidence of Completion

PLC and PD training materials and agendas

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

Planning sheets completed in PLCs that demonstrate collaborative planning for all sub-groups

Person Responsible

Tracie Ragland

Schedule

Weekly, from 9/15/2014 to 5/27/2015

Evidence of Completion

Lesson plans and instructional implementation

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

The goal is to close the achievement gap of sub-groups by 50% as compared to the white sub-group performance.

Person Responsible

Pam Gamble

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

DE, common assessments, iReady, and R&E data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Professional Learning Communities for all instructional areas will be conducted during teacher's 90 minute planning time. Strategies for student engagement will be shared using Marzano's high yield strategies.	Gamble, Pam	8/11/2014	PLC agendas and sign-in sheets will be collected.	5/27/2015 weekly
G1.B2.S1.A1	Unpacking the Florida Standards Trainings and PLCs	Ragland, Tracie	9/15/2014	Sign-in sheet and training materials	5/27/2015 one-time
G2.B1.S1.A1	Created with 90 minute plan time once per week for each grade level; Teams share responsibility for planning based on students' needs	Gamble, Pam	8/4/2014	Master schedule; Lesson Plans	5/27/2015 weekly
G2.B2.S1.A1	Reteach and Enrich, Word Problem Wednesday, Tier 2 + 3 Reading and Math Strategies, and other trainings	Ragland, Tracie	8/13/2014	PLC and PD training materials and agendas	5/27/2015 monthly
G1.MA1	Walk-through and formal observation data from the SCPS Teacher Evaluation will be used	Gamble, Pam	9/15/2014	Walk-through data and lesson plans will reflect student engagement strategies	5/15/2015 monthly
G1.B1.S1.MA1	Sign-in sheets and agendas will be collected at the end of semester to monitor teacher participation. 66% of students will score a Level 3 or greater on Discovery Education. 66% of our students will show learning gains on Discovery Education. In addition, the lowest quartile will be monitored for their learning gains.	Gamble, Pam	9/11/2014	Participation in PLCs will be on the attendance sheets. Teachers will track their students' progress in their data notebooks after each assessment and also create tracking sheets for each student.	5/27/2015 semiannually
G1.B1.S1.MA1	Administration and coaches will lead PLCs with each grade-level team and conduct walk-throughs to see the planning in action.	Gamble, Pam	8/11/2014	PLC agendas and sign-in sheets. Walk-through data in iObservation.	5/27/2015 monthly
G1.B2.S1.MA1	Common assessments are aligned with the test item specifications	Gamble, Pam	8/27/2014	Assessments	5/27/2015 monthly
G1.B2.S1.MA1	Teacher instructional materials and common assessments using the test	Gamble, Pam	9/15/2014	Administrator and Coaches' observations	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	item specification format; utilization of common planning template				
G2.MA1	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.	Gamble, Pam	8/11/2014	Grouping students in Reteach and Enrich. Lesson plans are checked weekly and should reflect the level of instruction to meet the needs of students (i.e. strategic intervention, on-level, enrichment/extension interventions)	5/27/2015 every-6-weeks
G2.B1.S1.MA1	66% of students will score a level 3 or greater on Discovery Education. 66% of our students will show learning gains on Discovery Education. In addition, the lowest quartile will be monitored for their learning gains in Reading and Math.	Gamble, Pam	9/2/2014	Teachers will track their students' progress in their data notebooks after each assessment and also create a tracking sheet for each student.	5/27/2015 quarterly
G2.B1.S1.MA1	Review of lesson plans and monitoring of Intervention blocks with walk-throughs	Ragland, Tracie	8/11/2014	Lesson Plans	5/27/2015 monthly
G2.B2.S1.MA1	The goal is to close the achievement gap of sub-groups by 50% as compared to the white sub-group performance.	Gamble, Pam	8/11/2014	DE, common assessments, iReady, and R&E data	5/27/2015 monthly
G2.B2.S1.MA1	Planning sheets completed in PLCs that demonstrate collaborative planning for all sub-groups	Ragland, Tracie	9/15/2014	Lesson plans and instructional implementation	5/27/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Implementation of Florida Standards

G1.B1.S1 Unpacking the Florida Standards for grade level teams with coaches and administration in PLCs

PD Opportunity 1

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

Facilitator

Administration, coaches, and district personnel

Participants

Classroom teachers

Schedule

Weekly, from 8/11/2014 to 5/27/2015

G1.B2 New testing format as identified in the test item specifications

G1.B2.S1 Using the test item specifications to familiarize ourselves with the format while make sure our common assessments and daily instruction reflect the new format

PD Opportunity 1

Unpacking the Florida Standards Trainings and PLCs

Facilitator

Mercedes Hernandez Laura Barker

Participants

Teachers

Schedule

On 5/27/2015

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

G2.B1 Lack of adequate plan and instructional time to meet individual needs of students

G2.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

Schedule

Weekly, from 8/4/2014 to 5/27/2015

G2.B2 Lack of pedagogical skills

G2.B2.S1 Trainings in after-school professional development and in PLCs Coaches modeling differentiated instruction

PD Opportunity 1

Reteach and Enrich, Word Problem Wednesday, Tier 2 + 3 Reading and Math Strategies, and other trainings

Facilitator

Administration and Coaches

Participants

Teachers

Schedule

Monthly, from 8/13/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: By increasing student engagement during instructional delivery, Altamonte Elementary will increase our percentage ranking among all Florida elementary schools by 20%.	6,000
Goal 2: By providing differentiated instruction based on teacher monitoring of classroom performance and data, Altamonte Elementary will increase our percentage ranking among all Florida elementary schools by 20%.	3,000
Grand Total	9,000

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

Description	Source	Total
B1.S1.A1 - Melissa Forney Writing PD	General Fund	4,000
B1.S1.A1 - Kagan Cooperative Groups and Engagement	General Fund	2,000
Total Goal 1		6,000

Goal 2: By providing differentiated instruction based on teacher monitoring of classroom performance and data, Altamonte Elementary will increase our percentage ranking among all Florida elementary schools by 20%.

Description	Source	Total
B2.S1.A1 - Substitutes for Teacher Observation of Differentiated Instruction Strategies	General Fund	3,000
Total Goal 2		3,000