Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

www.scps.k12.fl.us

Altamonte Elementary

School Improvement Plan 2022-2023

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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives supporting the district commitment to excellence and equity. The SIP is a "living document" continually monitored, refined and used by schools to guide their work throughout the year.

School Information

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

At Altamonte Elementary, we will prepare students to be actively engaged through cognitively complex tasks and discourse, based on standards through collaboration.

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 school improvement strategies that impact a positive school culture and environment.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

Altamonte Elementary surveys community members and parents throughout the year at Family Engagement Events to obtain their feedback regarding their involvement in the school and the development of this School Improvement Plan. Administration involves the PTA and SAC in making decisions on family involvement events and to assist in developing this School Improvement Plan. The School Improvement Plan will be shared with all stakeholders via the School Website, in our Title I Notebook and School Advisory Council Notebook, all available to the public at our school. Stakeholders may request assistance, as needed, to understand this plan or if assistance is needed in other languages.

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.

Altamonte Elementary uses the Title I Parent and Family Engagement Plan to outline this and works very closely with the PTA and SAC Committees.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may 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.

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.

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 School Counselor, Behavioral Interventionist, and School Social Worker provide ongoing assistance to our students throughout the school 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 year --Grief support group- For students who have experienced a loss and show a need for grief counseling. -Sanford Harmony Social-Emotional Curriculum-We provide daily social-emotional learning instruction in problem solving and other social, emotional skills through our daily news broadcast and through daily instruction in Classroom Meetings. --District Mental Health Counselor - provides individual and small group counseling throughout the school year.

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

Altamonte Elementary's discipline data and behavioral trends will be monitored through monthly leadership meetings. Trends in behaviors will be indemnified. With the assistance of the PBIS team, a root cause analysis will be conducted, leading to changed processed and protocols so and additional training in conditions for learning, whether school-wide or differentiated.

Effective Leadership

Leadership Team Members

Name	Title
Leslie Watson	Principal

Email	Responsibilities
Leslie_watson@scps.k12.fl.us	School leader

Name	Title
Charlotte Little	Assistant Principal

Email	Responsibilities
Charlotte_little@scps.k12.fl.us	School leader

Name	Title
Kayla Wainscott	School Administration Manager

Email	Responsibilities
Kayla _wainscott@scps.k12.fl.us	School Leader

Name	Title
Laura Snyder	Instructional Coach

Email	Responsibilities
Laura_snyder@scps.k12.fl.us	Instructional Coach-ELA- 3-5

Name	Title
Amy Teagarden	Instructional Coach

Email	Responsibilities
Amy_teagarden@scps.k12.fl.us	Instructional Coach Math 3-5

Name	Title
Andrea Shaa	School Social Worker

	Responsibilities
	School social worker

Email	
Andrea_shaa@scps.k12.fl.us	

Name	Title
ReJeana Marigna	School Counselor

Email	Responsibilities
marignrz@scps.k12.fl.us	School Counselor

Name	Title
Christine Danielson	Behavior Interventionist

Email	Responsibilities
Christine_danielson@scps.k12.fl.us	Behavior Support/PBIS

Effective Leadership

Literacy Team Members

Name	Title
Leslie Watson	Principal

Email	Responsibilities
Leslie_watson@scps.k12.fl.us	School Leader

Name	Title
Charlotte Little	Assistant Principal

Email	Responsibilities
Charlotte_little@scps.k12.fl.us	School leader

Name	Title
Rebecca Roberts	Instructional Coach

Email	Responsibilities
Rebecca_roberts@scps.k12.fl.us	K-2 Instructional Coach

Name	Title
Laura Snyder	Instructional Coach

Email	Responsibilities
Laura_snyder@scps.k12.fl.us	3-5 Instructional Coach

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.

Annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. We 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 are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

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

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through.3rd grade – Tier iii Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

Student Transition and Readiness

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

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 may also select speakers from the approved district list.

Identify the career and technical education programs available to students and industry or community organizations.

Altamonte students feed into Milwee Middle School, which has a focus on pre-engineering and Lyman High Schools, which is an institute of engineering. We provide a Program of Enrichment, Makerspace, which affords students the opportunity to explore STEAM related activities in our STEAM Collaborative Learning Center on campus.

Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

School has a subgroup scoring below 42% on the FPPI

Yes

1st Finding	2nd Finding	3rd Finding
Students with disabilities	N/A	N/A

RAISE

Florida Statute 1008.365, the Reading Achievement Initiative for Scholastic Excellence (RAISE) establishes criteria for identifying schools in need of increasing their focus on literacy support. The criteria includes schools with students in grades Kindergarten through five, where 50% or more of its student in any grade level score below a level 3 on the most recent statewide English Language Arts (ELA) assessment, including students in grades Kindergarten through 3 identified on the coordinated screening and progress monitoring system who are not on track to pass the statewide ELA assessment.

Schools identified as RAISE schools must implement Schoolwide Improvement Plans that include an area of focus to explicitly address strategies for improving reading.

School has been identified by the Florida Department of Education as a RAISE school

Yes

Grade levels in which 50% or more of students scored below a level 3 on the most recent statewide English Language Arts (ELA) assessment, including students in grades Kindergarten through 3 identified on the coordinated screening and progress monitoring system who are not on track to pass the statewide ELA assessment.

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Excellence and Equity Focus Area 1 - Quality Instruction

Seminole County Public Schools will strive for excellence in all classrooms for all students.

A.   Lessons aligned to state academic standards with the goal of mastery by the end of the course

B.   Ongoing feedback loops between leadership, teachers, students, and families

C.   Teachers and leaders working in collaborative PLCs addressing the four PLC questions:

1. What do we want all students to know and be able to do?

2. How we will know if they learn it?

3. How will we respond when some students do not learn?

4. How will we extend the learning for students who are already proficient?

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B1.1 and B2.3 and designed to accelerate learning for students in all subgroups, inclusive of ESSA and RAISE

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

Action Plan(s) for:

Lessons aligned to state academic standards with the goal of mastery by the end of the course

Strategy

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

What evidence will there be to reflect monitoring for this strategy?

Completed data review form in each student's notebook, teacher observation.

When will this action take place? (Frequency of action?)

Weekly through May

How will this action/strategy be monitored?

Administrator in charge of ESE will meet monthly with ESE teachers to review data and growth. In addition to classroom teachers, ESE Support facilitators will schedule time to confer with the students on their caseload.

Person(s) Responsible

Students, teachers, administrators

Deliverable Due Date

May

Professional Development

N

Action Plan(s) for:
Ongoing feedback loops between leadership, teachers, students, and families

Strategy/Action Item

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

What evidence will there be to reflect monitoring for this strategy?

Completed PLC data review form in each student's notebook, Teacher Observation, iReady data analysis, FAST data analysis.

When will this action take place? (Frequency of action?)

Weekly through May

How will this action/strategy be monitored? (ESSA subgroups)

Administrator in charge of ESE, ESOL will meet monthly with ESE teachers to review data and growth. In addition to classroom teachers, ESE Support facilitators will schedule time to confer with the students on their caseload.

Person(s) Responsible

Teachers, Instructional Coaches, Assistant Principal, Principal

Deliverable Due Date

Ongoing through May

PD (Y/N)

Y

Action Plan(s) for:

Teachers and leaders working in collaborative Professional Learning Communities

Strategy/Action Item

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.

What evidence will there be to reflect monitoring for this strategy?

Completed PLC data review form in each team's google drive, Teacher Observation, iReady data analysis, FAST data analysis, classroom observation

When will this action take place? (Frequency of action?)

Weekly through May

How will this action/strategy be monitored? (ESSA subgroups)

Administrator, coaches, and team leaders facilitators will schedule time to confer with the students on their caseload.

Person(s) Responsible

Teachers, Instructional Coaches, Assistant Principal, Principal

Deliverable Due Date

Ongoing through May

PD (Y/N)

N

Professional Development Plan for:

Excellence and Equity Focus Area 1 - Quality Instruction

PD Activity

All instructional staff will participate in ongoing professional development enacted on the spot as they receive guidance in the area of improving PLCs. This professional development will focus on PLC structure, formative assessments, monitoring data, and taking action to change instructional practice in the classroom.

How Will PD Activity Improve Instruction and Use of Assessment Data?

This ongoing professional development and coaching will ensure we are monitoring all students, sharing best practices, and shifting instructional practice.

PD Participants (e.g. PLC, subject, grade level, or school-wide)

All instructional staff

Position(s) Responsible

Administration, Instructional Coaches

Date or Schedule

Weekly-September-May

Excellence and Equity Focus Area 2 – Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

A.   Focus on campus safety
B.   Development of a culture where student voice and belonging is valued
C.   Sharing collective responsibility for the success of all students in the school

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B.1.1, D.1, D.2 and D.3

Action Plan(s) for:
Focusing on campus safety

Strategy/Action Item

The School Resource Deputy will build relationships with all staff and students through lessons, everyday interactions, and training with staff.

What evidence will there be to reflect monitoring for this strategy?

Improvement in safety survey indicators

When will this action take place? (Frequency of action?)

Ongoing , August through May

How will this action/strategy be monitored? (ESSA subgroups)

N/A

Person(s) Responsible

Principal, Assistant Principal, School Resource Deputy

Deliverable Due Date

Ongoing, with trainings in September, December, February, and May

PD (Y/N)

Y

Action Plan(s) for:
Devloping a culture where student voice and belonging is valued

Strategy/Action Item

Ongoing Information and discussion on Conditions for learning

What evidence will there be to reflect monitoring for this strategy?

classroom observation

When will this action take place? (Frequency of action?)

Monthly during whole staff meetings

How will this action/strategy be monitored? (ESSA subgroups)

discipline data

Person(s) Responsible

Christine Danielson

Deliverable Due Date

September 2022-May 2023

PD (Y/N)

N

Action Plan(s) for:
Sharing collective responsibility for the success of all students in the school

Strategy/Action Item

Attendance daily statistics will be monitored weekly. The School Social Worker will work with the District Social Worker, and School Counselor to reach out to families and identify supports needed to improve individual student attendance. Attendance reports are
monitored weekly in EdInsight. School Social Worker and Administration will determine if additional interventions are needed to help the student and family.

What evidence will there be to reflect monitoring for this strategy?

Parent conference forms discussing attendance, tardies and current iReady/Assessment data. Decrease in absence rates in EdInsight, MTSS meeting notes in EdInsight

When will this action take place? (Frequency of action?)

Weekly, September through May

How will this action/strategy be monitored? (ESSA subgroups)

The Leadership team will formally review attendance data during monthly meetings, with a focus on our underperforming subgroups.

Person(s) Responsible

Principal, Assistant Principal, Social Worker, Guidance Counselor

Deliverable Due Date

Ongoing: Weekly contact with parents August-May 2022

PD (Y/N)

N

Excellence and Equity Focus Area 3 – Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for success in the 21st century by offering rigorous learning environments.

A.   Develop and implement age-appropriate opportunities for the application of the *Skills for Future Ready Graduates,* particularly through engagement in computer science, career enrichment, and physics.

B.   Provide advisement and resources to support students' awareness of and access to acceleration and middle school coursework aligned to student interests.

Action plans are aligned to the following Key Performance Indicators found within the SCPS Strategic Plan: B.2.7, System Initiative C and D.3 and designed to accelerate learning for students in all subgroups, inclusive of ESSA.

Action Plan(s) for:

Developing and implementing age-appropriate opportunities for the application of the *Skills for Future Ready Graduates* particularly through engagement in computer science, career enrichment, and physics.

Strategy/Action Item

Monitor the number of students enrolled in 4th and 5th grade RAMP classes; provide student centered coaching to math teachers.

What evidence will there be to reflect monitoring for this strategy?

Skyward reports showing AO status and scheduling in RAMP, quarterly reporting for grades, iReady diagnostic data, FAST assessments.

When will this action take place? (Frequency of action?)

Ongoing data monitoring and instructional adjustments
throughout the school year.

How will this action/strategy be monitored? (ESSA subgroups)

N/A

Deliverable Due Date

August 2022- June 2023

PD (Y/N)

N

Action Plan(s) for:

Providing advisement and resources to support students' awareness of and access to acceleration and middle school coursework aligned to student interests.

Strategy/Action Item

Increase the amount time students are immersed in instruction digital tools to increase the number of student receiving certification.

What evidence will there be to reflect monitoring for this strategy?

Teacher Observation, Student artifacts and Presentations

When will this action take place? (Frequency of action?)

Monthly, September-May

How will this action/strategy be monitored? (ESSA subgroups)

N/A

Person(s) Responsible

Teachers

Deliverable Due Date

September 2022 through May 2023

PD (Y/N)

N

Best Practices for Inclusive Education (BPIE)

A. Supports implementation of improved inclusive practices for students with disabilities
B. Designed to identify priority needs and organize resources
C. Supports development of short and long term improvement strategies
D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date
of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.	Fully
The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.	Partially Almost
The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high-incidence disabilities, across all grades, in general education and natural contexts.	Partially Almost

<div align="center">**Action Plan(s)**</div>

Indicator 1

School administrators communicate expectations for all school personnel to share responsibility for all of
the students in their building and consider all SWDs as general education students first.

Strategy

Administrators and Leadership Members articulate the
following expectations for all staff during staff meetings, School Advisory Committee meetings, PLCs with Teachers, staff newsletters, etc.: --Regular and special education teachers are expected to share instructional and behavioral support responsibilities for SWDs in each classroom and other school settings. - SWDs are not the sole responsibility of special education staff during academic and nonacademic school activities.

When will this action take place?

Daily, Quarterly

What evidence will there be to reflect monitoring for this strategy?

Teacher schedules, school publications identify
teacher rather than exceptionality

Person(s) Responsible

Administration, ESE teachers, Classroom teachers, all staff

Deliverable Due Date

Ongoing through June 2022

Professional Development

N

Action Plan(s)

Indicator 2

The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.

Strategy

The school has developed a plan indicating goals related to inclusive practices. The leadership team reviews and shares the language and intent of s. 1003.57(1)(f), F.S., with all staff and stakeholders. Once every three years, the school completes a BPIE assessment and reports the results of all planned short- and long-term improvement efforts to the district. The school leadership team analyzes data quarterly to monitor and evaluate progress toward meeting goals related to inclusive practices in the school. All stakeholder groups are represented and involved in a collaborative system of decision making to implement and improve inclusive practices across the school. The school provides access to goals related to short- and long-term improvement efforts on the school website and on request in the front office. The school handbook or website includes information on the school's process of shared decision making. Family input on inclusive practices is gathered in a variety of ways (surveys, interviews, focus groups, etc.).

When will this action take place?

Quarterly Data Chats, iReady diagnostics
August through May 2022

What evidence will there be to reflect monitoring for this strategy?

ESE teacher data collection, Data Analysis Forms,
student inclusion scheduling,
master schedule, ESE Support
Facilitation data meetings with administration

Person(s) Responsible

ESE Support Facilitators, Classroom teachers, Administration

Deliverable Due Date

Ongoing through June 2022

Professional Development

N

<div align="center">

Action Plan(s)

</div>

Indicator 3

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high-incidence disabilities, across all grades, in general education and natural contexts.

Strategy

School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in regular education classes and natural contexts. School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts. Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in regular education and natural contexts. Data chats are conducted with students and teachers to create strong accountability and high expectations.

When will this action take place?

Quarterly data chats, iReady diagnostics August through
May 2022

What evidence will there be to reflect monitoring for this strategy?

FSA data, FSAA data, iReady data, classroom
assessment data and student work samples.

Person(s) Responsible

Principal, Assistant Principal, ESE support
facilitators, VE teachers

Deliverable Due Date

Ongoing; Final June
2021

Professional Development

N