

# *Seminole County Public Schools*

*The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.*



## **Altamonte Elementary School**

School Improvement Plan 2012-2013

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# EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		64.5%	-20.9%	85.4%	64.5%	N
High standards Level 4+		38.3%	-10%	48.3%	38.3%	N
Proficiency Level 3+ in AYP subgroups						
	White	74.3%	-18.3%	93.2%	74.3%	N
	Black	44.3%	-26.7%	71.0%	44.3%	N
	Hispanic	60.0%	-22.3%	82.3%	60.0%	N
	ELL	46.9%	-21.8%	68.7%	46.9%	N
	SWD	46.9%	-47.4%	94.3%	46.9%	N
	ED	53.8%	-24.2%	78.0%	53.8%	N
Learning Gains		68.5%	-0.5%	69.0%	68.5%	N
Lowest 25% making Learning Gains		62.5%	+2.8%	59.7%	62.5%	Y
Learning Gains Levels 4/5		82.7%	+47.4%	35.3%	82.7%	Y
Learning Gains in AYP subgroups						
	White	67.0%	-10.5%	77.5%	67.0%	N
	Black	70.5%	+10.4%	60.1%	70.5%	Y
	Hispanic	69.4%	+4.1%	65.3%	69.4%	Y
	ELL	77.8%	+43.5%	34.3%	77.8%	Y
	SWD	57.7%	-4%	61.7%	57.7%	N
	ED	68.0%	+7.2%	60.8%	68.0%	Y

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		58.9%	-25.2%	84.1%	58.9%	N
High standards Level 4+		29.9%	-21%	50.9%	29.9%	N
Proficiency Level 3+ in AYP subgroups						
	White	72.1%	-21.1%	93.2%	72.1%	N
	Black	38.6%	-34.1%	72.7%	38.6%	N
	Hispanic	48.7%	-32.2%	80.9%	48.7%	N
	ELL	37.5%	-31.2%	68.7%	37.5%	N
	SWD	46.9%	-47.4%	94.3%	46.9%	N
	ED	50.6%	-30.9%	81.5%	50.6%	N
Learning Gains		70.1%	+7.4%	62.7%	70.1%	Y
Lowest 25% making Learning Gains		60.6%	+8.6%	52.0%	60.6%	Y

Learning Gains Levels 4/5		96.4%	+24.4%	72.0%	96.4%	Y
Learning Gains in AYP subgroups						
	White	72.5%	+3.3%	69.2%	72.5%	Y
	Black	72.7%	+10.3%	62.4%	72.7%	Y
	Hispanic	61.1%	+10.1%	51.0%	61.1%	Y
	ELL	88.9%	+21.2%	67.7%	88.9%	Y
	SWD	69.2%	+14.6%	54.6%	69.2%	Y
	ED	68.6%	+8.6%	60.0%	68.6%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		80.6%	0%	80.6%	80.6%	Y
High standards Score 6.0		0.0%	-10%	10%	0.0%	N
Proficiency Score in AYP subgroups						
	White	78.8%	-2.1%	80.9%	78.8%	N
	Black	76.9%	+1.2%	75.7%	76.9%	Y
	Hispanic	86.1%	-7.4%	78.7%	86.1%	N
	ELL	66.7%	-33.3%	100.0%	66.7%	N
	SWD	66.7%	-2%	68.7%	66.7%	N
	ED	75.3%	+1.6%	73.7%	75.3%	Y
High standards Score 6.0 in AYP subgroups						
	White	0.0%	-1%	1.0%	0.0%	N
	Black	0.0%	-1%	1.0%	0.0%	N
	Hispanic	0.0%	-1%	1.0%	0.0%	N
	ELL	0.0%	-1%	1.0%	0.0%	N
	SWD	0.0%	-1%	1.0%	0.0%	N
	ED	0.0%	-1%	1.0%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		52.6%	-6.5%	59.1%	52.6%	N
High standards Level 4+		19.8%	-6.4%	26.2%	19.8%	N
Proficiency Level 3+in AYP subgroups						
	White	23.4%	-55.3%	78.7%	23.4%	N
	Black	10.0%	-17%	27.0%	10.0%	N
	Hispanic	15.4%	-36.6%	52.0%	15.4%	N
	ELL	20.0%	-32%	52.0%	20.0%	N
	SWD	20.0%	+8%	22.0%	28.0%	Y
	ED	12.9%	-36.3%	49.2%	12.9%	N
High standards Level 4+ in AYP subgroups						
	White	23.4%	-18.1%	41.5%	23.4%	N

	Black	10.0%	-2%	12.0%	10.0%	N
	Hispanic	15.4%	+8.4%	7.0%	15.4%	Y
	ELL	0.0%	0%	0.0%	0.0%	Y
	SWD	20.0%	+8.0%	22.0%	28.0%	Y
	ED	12.9%	-6.1%	19.0%	12.9%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	79.2%	+48.2%	31.0%	79.2%	Y
Performance in advanced coursework	100.0%	0%	100.0%	100.0%	Y

Discipline Goals	Male					Female				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated)										
Subgroup: White	27.0%	-1.0%	26%	48.2%	N	2.0%	0%	2%	9.0%	N
Black	52.0%	-2.0%	50%	267.6%	N	78.0%	-2.0%	76%	177.6%	N
Out-of-school suspensions (unduplicated)										
Subgroup: White	15.0%	-1.0%	14%	0%	Y	2.0%	0%	2%	0%	Y
Black	53.0%	-2%	51%	0%	Y	11.0%	-2.0%	9%	0%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	99.4%	+1.4%	98.0%	99.4%	Y
At-Risk students graduating or advancing with age-level peers	99.3%	+1.3%	98.0%	99.3%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups	2%	+1.0%	3%	2%	N
Activity and subgroup(s): Black, Cross Country	2%	0%	2%	2%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase parent enrollment in the Parent Portal of Skyward	0	+23.0%	2.0%	23.0%	Y

**Goal Summary**

Number of Goals Met: 32

Number Not Met: 45

Number Partially Met: 0

## READING GOALS

Aligned with Strategic Plan System Initiative B

- Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading**
- Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading**
- 2013 FCAT 2.0 Reading**
- Reading Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading**
- Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading**
- Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading**
- Reading Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading**
- Reading Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading**
- Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Reading**

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		64.5%	254 / 394	+7.2%	71.7%
2. Proficiency Level 3.0+ in subgroups:					
	White	74.3%	133 / 179	+6.1%	80.4%
	Black	44.3%	31 / 70	+1.4%	45.7%
	Hispanic	60.0%	69 / 115	+4.0%	64.0%
	ELL	46.9%	15 / 32	+1.4%	45.5%
	SWD	46.9%	38 / 81	+15.2%	62.1%
	ED	53.8%	133 / 247	+4.3%	58.1%
3. High Standards Level 4.0+		38.3%	151 / 394	+10%	48.3%
4. Learning Gains		68.5%	172 / 251	+2%	70.5%
5. Lowest 25% Making Learning Gains		62.5%	40 / 64	+2%	64.5%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		33.7%	33 / 251		
7. Learning Gains Levels 4/5		82.7%	81 / 98	+2%	84.7%
8. Learning Gains in subgroups:					
	White	67.0%	73 / 109	+10.5%	77.5%
	Black	70.5%	31 / 44	+2%	72.5%
	Hispanic	69.4%	50 / 72	+2%	71.4%
	ELL	77.8%	14 / 18	+2%	79.8%
	SWD	57.7%	30 / 52	+4%	61.7%
	ED	68.0%	104 / 153	+2%	70.0%

**Action Plan**

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DE, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide a 90 minute uninterrupted reading block using the Tool Box resources at each grade level and researched instructional strategies such as guided reading, reader's theatre and literature circles	1-8	Lack of rigor, Lack of higher order thinking, problem opportunities	Administration, Reading Team Teachers	Ongoing, Baseline, Midyear, End of Year	FAIR, FCAT, Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal, DE, FCAT	im, or, st,
Provide daily intensive instruction for Tier 2 students through focused small group instruction in grades K-3. Use a push-in model for grades 4 - 5.	2, 4 & 5	Lack of staff, Prerequisite skills and background knowledge, Identifying areas of weaknesses in students	Administration, Reading Team, Teachers, Paraprofessionals	Ongoing	DE, PASI, PSI, FCAT, Administrators will monitor the implementation of 95% Group strategies through classroom walkthroughs	b, im, st, sss, t
Continue Fast Track Phonics instruction in Kindergarten and first grade and Word Power instruction in grade 2.	1-8	Lack of rigor	Administration, Reading Coach, Teachers	Ongoing	DE, Focused walkthroughs by administration and reading coach to observe implementation fidelity in FTP and WP	b, im, st
Participate in NCUST (National Center for Urban School Transformation) and implement suggested strategies such as cooperative learning strategies, checking for understanding and less teacher talk during instruction.	1-8	Lack of Rigor, Teacher expectations of students	Administration, Teachers	Monthly	Focused walkthroughs by Administration to observe frequency of NCUST strategies. Administrators will randomly ask students what they are learning and why to determine if teachers are clearly articulating objectives.	im, or, t, TI
Continue Tier 3 implementation for select students below grade level using Making Meaning Readwell, Readwell Plus, Language, SIPPS, FastForWord and SuccessMaker programs.	2, 4 & 5	Lack of staff, Prerequisite skills and background knowledge, Identifying areas of weaknesses in students	Administration, Reading Team, Teachers, Paraprofessionals	Ongoing	Common Assessments, DE, PASI, PSI, FCAT, Administrators will monitor the implementation of Tier 3 interventions through Discovery Ed data.	b, im, st, tech, T1

**RESOURCES:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

\*For the "C" schools only a mid-year data analysis will be submitted as an addendum.



## MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

**Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math**

**Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math**

**Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math**

**Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math**

**Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math**

**Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Math**

**Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Math**

**Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math**

<b>Math Goals 1 thru 8</b>		<b>Current</b>	<b># of #</b>	<b>% +/-</b>	<b>Expected</b>
1. Proficiency Level 3.0+		58.9%	232 / 394	+12.10%	71.0%
2. Proficiency Level 3.0+ in subgroups:					
	White	72.1%	129 / 179	+7.6%	79.7%
	Black	38.6%	27 / 70	+6.0%	44.6%
	Hispanic	48.7%	56 / 115	+13.2%	61.9%
	ELL	37.5%	12 / 32	+12.2%	49.7%
	SWD	46.9%	38 / 81	+16.3%	63.2%
	ED	50.6%	125 / 247	+6.0%	56.6%
3. High Standards Level 4.0+		29.9%	118 / 394	+21%	50.9%
4. Learning Gains		70.1%	176 / 251	+2%	72.1%
5. Lowest 25% Making Learning Gains		60.6%	40 / 66	+2%	62.6%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		41.0%	34 / 251	10.0%	51.0%
7. Learning Gains Levels 4/5		96.4%	80 / 83	+2%	98.4%
8. Learning Gains in subgroups:					
	White	72.5%	79 / 109	+2%	74.5%
	Black	72.7%	32 / 44	+2%	74.7%
	Hispanic	61.1%	44 / 72	+2%	63.1%
	ELL	88.9%	16 / 18	+2%	90.9%
	SWD	69.2%	36 / 52	+2%	71.2%
	ED	68.6%	105 / 153	+2%	70.6%

**Action Plan**

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DE, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Follow the SCPS math instructional plan utilizing all instruction and technology resources of the Go Math! Series including objectives, pacing, administration of district assessments per the suggested district pacing guide.	1-8	Lack of rigor, Lack of higher order thinking problem solving opportunities	Teachers, Administration	Ongoing, baseline, mid-year, end of year	DE, Chapter Assessments, ThinkCentral, FCAT Review data in Discovery Ed to assure teachers are assessing students according to created schedule	im, or, st, tech, t
Assist teachers by teaching small intervention groups, modeling lessons before large and small groups, differentiating instruction, suggesting best practices math strategies, analyzing student progress and meeting with grade level teams during weekly PLC meetings.	1-7	Teacher expectations of students	Math resource teacher, Administration	Ongoing	DE, Chapter Assessments, FCAT, PLC meetings with Math resource teacher and administration, Classroom walkthroughs, Review data in DiscoveryEd to assure teachers are assessing students according to created schedule	im, st, tech
Teach PRIMES class daily to select fifth grade students by using best practices instructional strategies and adhering to the rigor and relevance of the PRIMES instructional plan. Instruct select fourth grade students using fifth grade curriculum after FCAT to prepare them for PRIMES.	1-4 and 6-7	Prerequisite skills and background knowledge	Teachers, Math resource teacher, Administration	Ongoing	DE, Chapter Assessments, FCAT. Administrators will monitor the implementation of PRIMES and advanced math coursework in classroom walkthroughs. Review lesson plans during classroom walkthroughs and will be submitted weekly to Assistant Principal.	im, or, st, tech
Participate in NCUST (National Center for Urban School Transformation) and implement suggested strategies such as cooperative learning strategies, checking for understanding and less ‘teacher talk’ during instruction.	1-8	Lack of rigor, Teacher expectations of students.	Administration, Teachers	Monthly	Administrative walkthroughs to observe frequency of NCUST strategies. Administrators will randomly ask students what they are learning and why to determine if teachers are clearly articulating objectives.	im, or, t, TI

**RESOURCES:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

\*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

## WRITING GOALS

Aligned with Strategic Plan System Initiative B

**Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing**

**Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing**

**Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing**

**Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing**

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		80.6%	116 / 144	+2%	82.6%
2. Proficiency Score 3.0+ in subgroups:					
	White	78.8%	52 / 66	+2.1%	80.9%
	Black	76.9%	20 / 26	+2%	78.9%
	Hispanic	86.1%	31 / 36	+2%	88.1%
	ELL	66.7%	8 / 12	+33.3%	100.0%
	SWD	66.7%	18 / 27	+2	68.7%
	ED	75.3%	67 / 89	+2	77.3%
3. High Standards Score 6.0		0.0%	0 / 144	+10%	10%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 66	+1%	1%
	Black	0.0%	0 / 26	+1%	1%
	Hispanic	0.0%	0 / 36	+1%	1%
	ELL	0.0%	0 / 12	+1%	1%
	SWD	0.0%	0 / 27	+1%	1%
	ED	0.0%	0 / 89	+1%	1%

\*The writing proficiency level for 2011-12 was changed from 4.0 to 3.0 by the Florida DOE. The 2012-13 will be adjusted upon new State Board ruling.

**Action Plan**

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DE, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Follow the SCPS writing instructional plan in all grades using the 6+1 Traits of Writing model to fidelity.	1-4	Lack of rigor, Teacher expectations of students	Teachers, Administration	Baseline, mid-year, end of year	DE, FCAT, Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	or, st, t
Vertically align and discuss writing expectations, deficiencies and organize strategies for remediation in grades K-5	1-4	Lack of rigor, Teacher expectations of students	Teachers, Administration	Baseline, mid-year, end of year	DE, FCAT, Review data in Discovery Ed to assure teachers are assessing students according to created schedule.	or, st, t
Host FCAT writing night for parents in November to share writing expectations with parents and teach writing strategies to parents so they may reinforce skills at home.	1-4	Prerequisite skills and background knowledge	Teachers, Administration	Mid-year, FCAT, end of year	DE, FCAT, Administration will monitor the implementation through classroom walkthroughs.	b, im, or, tech, TI
Prepare students to respond to expository and narrative writing prompts and incorporate district writing guidelines/6+1 Traits/strategies to achieve writing benchmarks at each grade.	1-3	Prerequisite skills and background knowledge	Teachers, Administration	Ongoing	DE, FCAT, Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	or, st, t

**RESOURCES:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

\*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

## SCIENCE GOALS

Aligned with Strategic Plan System Initiative B    Elementary (Grade 5) and Middle School (Grade 8) FCAT

- Science Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science**
- Science Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science**
- Science Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science**
- Science Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science**

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		52.6%	61 / 116	+6.5%	59.1%
2. Proficiency Score 3.0+ in subgroups:					
	White	66.0%	31 / 47	+12.7%	78.7%
	Black	40.0%	8 / 20	+13%	27.0%
	Hispanic	38.5%	15 / 39	+13.5%	52.0%
	ELL	20.0%	1 / 5	+5.0%	25.0%
	SWD	28.0%	7 / 25	+5.0%	33.0%
	ED	12.9%	28 / 70	+36.3	49.2%
3. High Standards Score 4.0+		19.8%	23 / 116	+6.4%	26.2%
4. High Standards Score 4.0+ in subgroups:					
	White	23.4%	11 / 47	+18.1%	41.5%
	Black	10.0%	2 / 20	+2%	12.0%
	Hispanic	15.4%	6 / 39	+2%	17.4%
	ELL	0.0%	0 / 5	0%	0%
	SWD	28.0%	7 / 25	+5.0%	33.0%
	ED	12.9%	9 / 70	+6.1%	19.0%

**Action Plan**

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DE, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Implement the SCPS science instructional plan including stated objectives and suggested pacing.	Science Goals 1-4	Lack of rigor, prerequisite skills and background knowledge	Teachers, Administration	Baseline, mid-year, end of year, daily	FCAT, DE, Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal. Administrators will randomly ask students what they are learning and why to determine if teachers are clearly articulating objectives.	im
Implement best practices teaching strategies for reading during science instruction.	Science Goals 1-3; Reading Goals 1-7	Lack of rigor, beliefs	Teachers, Administration	Ongoing	FCAT, DE, Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal. Administrators will randomly ask students what they are learning and why to determine if teachers are clearly articulating objectives.	im
Continue implementation of the Science Fusion textbook, ancillary instructional materials and technology resource.	Science Goals 1-4	Lack of prerequisite skills and background knowledge	Teachers, Administration	Ongoing	FCAT, DE, Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal. Administrators will randomly ask students what they are learning and why to determine if teachers are clearly articulating objectives.	im, or, t
Participate in NCUST (National Center for Urban School Transformation) and implement suggested strategies such as cooperative learning strategies, checking for understanding and less “teacher talk” during instruction.	Science Goals 1-4; Reading Goals 1-8, Math Goals 1-8	Lack of prerequisite skills and background knowledge, lack of higher order thinking, problem solving opportunities	Teachers, Administration	Monthly	Focused walkthroughs by Administration to observe frequency of NCUST strategies. Administrators will randomly ask students what they are learning and why to determine if teachers are clearly articulating objectives.	im, or, t, TI

**RESOURCES:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

\*For the “C” schools only a mid-year data analysis will be submitted as an addendum.

## ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

**Advanced Coursework Goal #1: To increase the percent of students “participating” in advanced coursework**  
**Advanced Coursework Goal #2: To increase the percent of students “performance” in advanced coursework**

Elementary School: Middle School level coursework  
 Middle School: High school level coursework  
 High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	79.2%	19/24	+2%	81.2%
2. Level of Performance	100.0%	19/19	0%	100%

### Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Teach the PRIMES class daily and be responsible for grading the students.	Advanced Coursework Goals 1-2; Math Goals 3 & 7	Lack of prerequisite skills and background knowledge	Math Resource Teacher, Administration	Baseline, mid-year, end of year	DE, Chapter Tests, Common Assessments; Administrative walkthroughs	
Introduce fifth grade math standards to identified students in fourth grade after FCAT administration as an introduction to PRIMES for next year.	Advanced Coursework Goals 1-2; Math Goals 3 & 7	Lack of prerequisite skills and background knowledge	Math resource teacher, fourth grade teacher, Administration	End of year	DE, Chapter Tests, Common Assessments; Administrative walkthroughs	
Utilize advanced levels of SuccessMaker with PRIMES students.	Advanced Coursework Goals 1-2; Math Goals 3 & 7	Lack of prerequisite skills and background knowledge	Teachers, Administration	Ongoing	Administrators and teachers will review SuccessMaker reports to assess student gains.	tech, TI

## DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

**Discipline Goal #1: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving disciplinary referrals (duplicated)**  
**Discipline Goal #2: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving an out-of-school suspension (unduplicated)**

\*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	Black/Male	267.57%	100.0%
2. Out-of-school suspensions (unduplicated)	Black/Male	0%	0%

### Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Promote and enforce school wide implementation of Positive Behavior Support procedures.	Discipline Goal Number 1-2	Beliefs, teacher expectations of students	Administration, Teachers	Ongoing	Administration will monitor the implementation of PBS procedures through classroom walkthroughs.	or, t
Examine disparity in discipline issues among black and other ethnic groups.	Discipline goal Number 2	Lack of cultural awareness, teacher expectations of students	Administration, Teachers, Behavior Support Teacher	Ongoing	Administration will review discipline referrals to identify trends in behavior	or
Encourage students to participate in school activities such as Art Club, Chorus, Orff, Cross Country and Safety Patrols.	Discipline Goal Numbers 1-2; Extracurricular Activities Goal Number 1	Prerequisite skills and background knowledge	Administration, Teachers, Guidance Counselor	Ongoing	Administration will monitor subgroup behavior and participation in extracurricular activities	im, or, st
Review discipline data to identify day, time and location of discipline incidents to identify patterns of misconduct.	Discipline Goal Number 1-2	Teacher expectations of students	Administration, Behavior Support Teacher, Guidance Counselor	Ongoing	Administration will review discipline referrals to identify trends in behavior	or, tech



## ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

**On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers**

**At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers**

Elementary School: Percent of students non-retained in all grades

Middle School: Percent of students non-retained in all grades

Elementary School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

Middle School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	99.4%	846/851	+0.6%	100.0%
2. At-Risk Promotion Level of Performance	99.3%	542/546	+0.7%	100.0%

### Action Plan

Strategy	Promotion/At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Continue Response to Intervention (RtI)/Multi-Tiered System Supports (MTSS) monitoring of student progression.	1-2	Teacher expectation of students, beliefs, lack of student motivation	Administration, Guidance Counselor, RtI/MTSS Team, Teachers	Ongoing	Regularly scheduled RtI/MTSS meetings, assessment data, intervention documentation	st, sss
Provide daily intensive small group instruction for Tier 2 students in grades K-3. Use a push-in model for grades 4, 5.	Graduation/Promotion Goals 2, 4 & 5 Reading Goals 6-8	Lack of staff, Prerequisite skills and background knowledge, Identifying areas of weaknesses in students	Administration, Reading Team, Teachers, Paraprofessionals	Ongoing	DE, PASI, PSI, FCAT, Common Assessments. Administrators will monitor the implementation of 95% Group strategies through classroom walkthroughs, PASI, PSI	b, im, st, sss, t

Assist teachers by teaching small intervention groups, modeling lessons before large and small groups, differentiating instruction, suggesting best practices math strategies, analyzing student progress and meeting with grade level teams during weekly Professional Learning Community meetings.	Graduation/Promotion Goals 1-2; Math Goals 1-8	Teacher expectations of students, identifying areas of weaknesses of students	Math resource teacher, Administration	Ongoing	DE, Chapter Assessments, Common Assessments, FCAT, PLC meetings with Math resource teacher and administration, Classroom walkthroughs, Review data in Discovery Ed to ensure assessments are given as scheduled.	im, st, tech
Refer students not responding to Rt/MTSS interventions to the Student Study Team for ESE referral.	2	Teacher expectations of students, identifying areas of weaknesses of students	Administration, Guidance Counselor, Teachers	Ongoing	DE, PASI, PSI, Common Assessments, Chapter Assessments, SuccessMaker data, behavior plan data, teacher observation	st, sss

## EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

**Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities**

Elementary: chorus, safety patrol, student council, TV production

Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis

(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed. )

\*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
Reduce disparity in representation of AYP subgroups	TVProduction/ Black	1%	2%

### Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Encourage Black students to complete an application to work on the morning news show, Altamonte After Breakfast (AAB News).	1	Lack of prerequisite skills and background knowledge	Media Specialist, ETF	Ongoing	Completed AAB News applications, employment with AAB News	tech, t
Recruit Black students to appear as AAB News on-screen talent and/or to work in the TV production booth.	1	Lack of prerequisite skills and background knowledge		Ongoing	Participation on the AAB News crew	tech, t

## SCHOOL DEFINED GOAL

\*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.

Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.

Middle schools – Virtual options, ACCEL, etc.

High schools – Virtual options, Flex hours, ACCEL, etc.

Other school defined goals may be added.

**Goal #1: To increase by 2% the percent of students participating in PRIMES 3-5.**

School Defined Goal	Current	# of #-	% +/-	Expected
Students enrolled in PRIMES	21.0%	78/376	+1%	22.0%

### Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Increase rigor in grade level math instruction by using clear learning goals and scales.	Teacher expectations of students, beliefs	Administration, teachers	Ongoing	Administration will monitor student achievement data in math.	b, or,
Accelerate third grade students using the PRIMES model from grades 4 & 5.	Teacher expectations of students, beliefs	Administration	Ongoing	Administration will monitor student achievement data in math.	or,

## PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Marzano, "The Art and Science of Teaching"	All SIP Goals	Monthly	Improving student achievement	Teachers, Administration	71		Teachers, Administration
Math PLC with Coach	All Math Goals	Bi-monthly	Improving student achievement in Math	Math Resource Teacher, Administration, Teachers	73		Math Resource Teacher
Reading PLC with Coach	All Reading Goals	Bi-Monthly	Improving student achievement in Reading	Reading Coach, Reading Support Teachers, Administration, Teachers	73		Reading Coach
Kagan Structures	All SIP Goals	August, 2012	Improving student achievement in Reading, Math, Science and Writing	Teachers, Administration	73	73	Teachers, Administration
Positive Behavior Supports Training	All SIP Goals	August, 2012	Implement PBS to improve behavior school wide and reduce discipline referrals	Teachers, Administration	73	73	Administration, PBS Committee

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

**INCOME:**

Original Allocation:	\$760.00
Adjustment:	\$2,079.00
Carry Over:	\$3,514.87
<b>Total Income:</b>	<b>\$6,353.87</b>

EXPENDITURES	ACTUAL COST	BALANCE
		\$6,353.87
Student Incentives for Accelerated Reader	\$869.47	\$5,484.40
Renaissance Learning	\$2,228.38	\$3,256.02
Home Depot – White Boards	\$405.44	\$2,850.58
Calloway – White Board crayons	\$649.50	\$2,201.08

**CARRY OVER:**

Total carry over for 2012-2013:      \$2,201.08

This carry over will be spent on instructional resources to support all Reading and Math SIP goals.

## ADDENDUM 1

### MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (RtI) at your school. Please briefly respond to each of the items below:

**1. Identify the members of your school's MTSS Leadership Team.**

Donna Lyons – Guidance Counselor, Pam Gamble, Principal, David Perales, Assistant Principal, Mercedes Cruz-Hernandez, Math Resource Teacher, Rebecca Boggs, Reading Coach, Shelby Arndt, School Psychologist.

**2. Describe how your school's MTSS Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?**

Altamonte Elementary's MTSS team meets with grade level teams weekly for 40 minutes every Monday. Prior to the meeting an agenda is supplied to each team member by the Guidance Counselor. The MTSS referral process is initiated after reviewing school wide data from various assessments and then identifying the lowest quartile. Teachers monitor the progress of students in the lowest quartile and update an informational sheet that is included in each individual student's MTSS folder. Progress monitoring for MTSS students is completed by reviewing data forms monthly and then based on the number of data points, the outcome of the intervention is determined. The progress monitoring of this data determines the general effectiveness of the intervention. Documentation for meetings is provided through the use of minutes taken by the Guidance Counselor, which then are retained in the student's individual MTSS folder for future reference.

**Administration** - • Set the vision for problem-solving process • Ensure compliance with MTSS procedure • Ensure fidelity of instruction • Participate on MTSS Committee • Monitor results of assessments and screening • Monitor staff supports/climate

**MTSS Coordinator/ Guidance** - • Ensure pre-meeting preparation • Facilitate movement through process • Set follow-up schedule/ communication • Distribute assessment, screening, and progress monitoring materials • Collect results • Participate on MTSS Committee • Assign to intervention groups

**School Psychologist** - • Meet with MTSS Coordinator and Resource Coach to analyze data • Assist in data analysis • Participate on MTSS Committee problem solving • Consult with Teachers/Parents about students who should be referred for special education • Perform diagnostic assessments

**Resource/Coach** - • Distribute assessment, screening, and progress monitoring materials • Collect results • Participate on MTSS Committee • Assist in data analysis • Modifications to unsuccessful interventions

**Teacher** - • Regular Ed and ESE • Administer assessments and screenings • Progress monitor students at Tier II and III • Implement and document interventions • Complete referral packet

**3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.**

The role of the MTSS team at Altamonte Elementary is to remain current on MTSS information and processes and assist teachers in understanding and implementing MTSS effectively. The MTSS team will also be aware of the students not performing at grade level (academically and/or behaviorally) and support the teachers in providing appropriate interventions.

**4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.**

The Guidance Counselor maintains the MTSS data folders for each student. The folders contain individual results of assessments. The progress-monitoring tool used for each MTSS student is a data form maintained by the teacher or interventionist. Based on the student's individual performance, The MTSS Leadership Team then reviews the folder. At that time the student's name is placed on the agenda for the team to review.

**5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.**

The MTSS team at Altamonte Elementary will review grade level PLC minutes from each team's problem solving MTSS weekly meetings, and provide support to each grade level for appropriate implementation of instructional interventions. The MTSS team will provide additional problem solving for grade level teams by suggesting additional levels of instructional interventions and by monitoring instructional pedagogy for each teacher. The MTSS team will support case reviews at Student Study Team meetings for appropriate ESE referrals when all intervention options have been exhausted.

**6. Describe the plan to train staff on MTSS.**

The MTSS Leadership Team meets with each grade level team during Professional Learning Community (PLC) time during the first couple weeks of school. The MTSS Leadership Team reviews the MTSS process for instructional staff. This training will include a refresher on the process necessary for referring a student, functions of the MTSS committee, and district/state requirements. Further support and training will be facilitated as needed during grade level and staff meetings. In addition, MTSS team members will be holding individual meetings with classroom teachers to address individual student needs.



## ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

**1. Identify the members of your school’s Literacy Leadership Team (LLT).**

The Literacy Leadership Team members include Mrs. Pam Gamble, Principal; Mr. David Perales, Assistant Principal; Mrs. Rebecca Boggs, Reading Coach; Ms. Tara Colen, Reading Support Teacher and Ms. Kaitlyn Anderson, Reading Support Teacher

**2. Describe how your school’s LLT functions (e.g. meeting processes and roles/functions).**

The Reading Coach meets with administration on a monthly basis to discuss student progression and assessment results. The Reading Coach and Reading Support Teachers meet with grade level teachers during weekly Professional Learning Community meetings. Data from the PLC meetings will determine the focus of the monthly meeting. Accountability for each meeting will be documented through a predetermined agenda and minutes. One person from each grade level/subject will be designated the “Literacy representative”. This individual will be the liaison between the grade level members and the school’s administrators.

Duties will be as follows:

- Analyze school-wide Literacy data to determine strengths and weaknesses to set goals. • Discuss & develop the Instructional Calendar as pertains to the specific grade level/subject
- Be able to assist teachers and be knowledgeable about the District Reading Curriculum, Language Arts Standards and other literacy related information.
- Be knowledgeable about the Continuous Improvement Model - CIM model and methods of using it in the classroom as it pertains to Literacy.
- Assist in planning and organizing school-wide Literacy-related events and professional development in-services. Each member of the team will be given a Literacy folder to collect information and other notes from their grade level. This information will be part of the topics discussed during monthly meetings

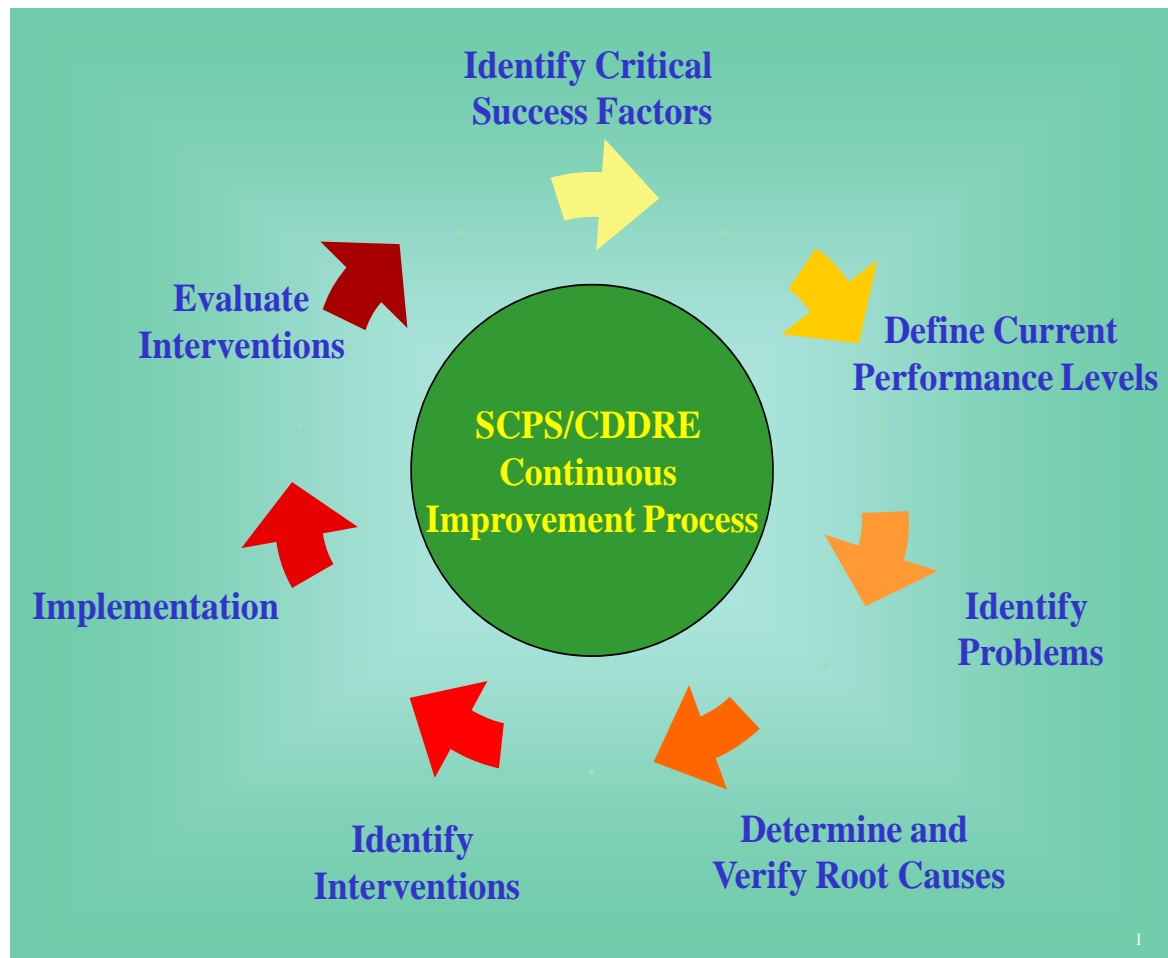
**3. What will be the major initiatives of the LLT this year?**

The major initiatives of the LLT were determined by analyzing the results from the 2012 FCAT results. The results indicated a need to focus on Reading: 3rd grade - Comparisons/Reference/Research, including but not limited to similarities/differences, cause/effect, comparison, and contrast. 4th grade - Comparisons, including but not limited to similarities/differences, cause/effect, comparison, and contrast. 5th grade - Words and Phrases, including but not limited to antonyms, synonyms, and analysis/inferences. FAIR's third assessment indicates that Kindergarten through second grade level. This information will be part of the topics discussed during will focus on increasing the fidelity to the reading plan and programs. Additionally, the LLT will support implementation of “The Daily Five” reading strategies in grades K-2.

## ADDENDUM 3 -LESSON STUDY

**Please briefly summarize how professional development activities related to “Lesson Study” will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.**

Lesson Study is a high quality Professional Development that deepens teachers’ content knowledge and pedagogical skills. It is focused on collaboration among and between teachers, administrators, coaches and other faculty and staff. Altamonte Elementary uses the Professional Learning Communities framework for our curriculum and grade level teams. By embedding lesson study into the PLC’s we will develop a common and consistent view of quality instruction. In 2012-13, Administrators and coaches will assure that our Professional Learning Communities focus on student learning and the process of student learning using the Lesson Study Model. In addition, the administrators will assure that the goals and action plans set forth in the SIP are both communicated and incorporated into the work of the PLC’s. The Lesson Study format implemented in a PLC setting will allow teachers and administrators to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement. Administrators will coordinate and monitor all study sessions as they occur throughout the school year.



ADDENDUM 4 – TITLE I SCHOOLWIDE PROGRAM PLAN  
2012-2013

**School Name: Altamonte Elementary**

**I. Assurances**

These items are required elements of your Title I School wide Program. The principal must mark with an “X” each of the assurances to indicate compliance.

X	All children will be provided an opportunity to meet the State’s challenging performance standards.
X	The program includes reform strategies based on effective means of improving the achievement of children.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include: <ul style="list-style-type: none"> <li>a. Counseling, pupil services, and mentoring;</li> <li>b. College and career awareness and preparation;</li> <li>c. Personal finance education;</li> <li>d. Service to prepare students for the transition from school to work.</li> </ul>
X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

## II. Initiatives

Please describe the following initiatives and cite specific school improvement goals that align to each initiative, as well as the funding sources of the initiatives:

1. **Students with Academic Deficiencies** – In an effort to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, describe your school's procedures for identifying individual students that have deficiencies in reading and mathematics at your school and the timely interventions used to address the deficiencies. Also include how student progress will be monitored during the interventions.

**Students with Academic Deficiencies Initiative(s):** Students are identified through the MTSS problem-solving model using current assessment data. Data reviews are conducted at the grade level immediately following assessments to determine appropriate intervention. Grade level data reviews are conducted monthly with administration.

**School Improvement Goal(s) that support the Initiative(s):** Reading Goals 2, 5 & 8; Math Goals 2, 5 & 8; Writing Goals 2 & 4; Science Goals 2 & 4.

2. **Reading and Mathematics Initiatives** - Describe the effective scientifically-based research practices and instructional strategies that will be used in reading and mathematics components to increase student academic achievement. Include grade levels.

**Reading Initiative(s):**

Altamonte Elementary will utilize cooperative group structures, clear learning goals, implementation of scales, implementation of common assessments and utilization of Comprehension Tool Kit strategies in grades K-5. "The Daily Five" in will be implemented in grades K-2, and the Reading Team will provide instruction and modeling for teachers. Teachers will also receive support from the Reading Coach and teachers for development and implementation of rigorous learning stations and guided reading groups in the classroom.

**School Improvement Goal(s) that support the Initiative(s):** All Reading goals

**How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan?** Altamonte Elementary's reading initiatives support increased rigor in instruction for both pedagogical skill improvement and increased student engagement in reading. Teachers will focus on increasing the overall percentage of mastery to 85% school-wide as opposed to the general misconception that SCPS expected 70% mastery as related

to the Student Progression Plan. Data analysis meetings will be focused on mastery levels and how teachers can apply best practice to instruction using Marzano indicators and NCUST strategies.

**Math Initiative(s):**

Altamonte Elementary will continue to use the GO MATH! Series and will continue to utilize cooperative group structures in math instruction in grades K-5. The Math Coach will work directly with teachers to improve instructional pedagogical skills. Clear learning goals and scales will be utilized with common assessments to determine appropriate instruction before and after assessments. Data will be analyzed immediately following assessments to determine appropriate instructional direction for all learners in grades K-5.

**School Improvement Goal(s) that support the Initiative(s):** All Math goals.

3. **Use of Data** - Describe how teachers gather and use data to inform instruction and to improve the achievement of individual students and the overall instructional program.

**Use of Data Initiative(s):**

The utilization of Discovery Education for the baseline, mid-year, and end-of-year tests to determine student needs and guide instruction; Chapter and mid-chapter tests are used for math as on-going assessment to create intervention groups as needed. Common assessments may be used as formative assessments to assist in determining student needs and to guide instruction.

**School Improvement Goal(s) that support the Initiative:** All Reading, Math and Science goals.

4. **Support for SubGroups** - Describe how the above practices will be used to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program to benefit children, specifically children of limited English proficiency, children with disabilities, homeless, and immigrant children.

**SubGroup Initiative(s):**

ELL teachers push into the classroom to facilitate instruction. Discovery Ed will report by subgroup and will provide disaggregated data in order to develop more appropriate instruction according to subgroup needs.

**School Improvement Goal(s) that support the Initiative(s):** All Reading, Math and Science goals.

5. **Extended Day** - Describe any services that your school offers to extend the school day, week, or year. *Specify how the services supplement the SCPS after-school/summer school program.*

**Extended Day/Year Initiative(s):** Altamonte students are afforded extended day services through the grant-funded 21<sup>st</sup> Century Community Learning Center program. Sixty-five students were chosen based upon 2012 FCAT Level 1 or Level 2 performance in either Reading or Math (or both). Level 1 third grade students are offered extended academic services during Summer Learning Camp and ESE students are afforded an Extended School Year during the summer.

**School Improvement Goal(s) that support the Initiative:** Reading goals 2, 4, 5 & 8; Math goals 2, 4, 5 & 8.

6. **Additional School-Level Supports** - Describe additional supports offered by your school, i.e. counseling, behavioral interventions, pupil services, and mentoring services, to address the needs of all children, especially those of low achieving children and those at risk of not meeting the state academic content standards.

**Additional School-Level Initiative(s):** Altamonte Elementary provides counseling services through Kids Konnect and Confident Kids group counseling as needed in grades K-5. Dividend volunteers are trained as one-on-one mentors for the school's "Eagle Buddy" mentoring program. Approximately 25 students had an Eagle Buddy mentor during 2011-2012, and the program expects to serve 35 students in 2012-2013. Approximately 20 students are served in the counseling groups in grades K-5.

**School Improvement Goal(s) that support the Initiative:** Reading goals 2, 4, 5 & 8; Math goals 2, 4, 5 & 8.

7. **Professional Learning** - Describe the professional learning activities included in this plan and include how they are planned/funded/coordinated with other funding sources, i.e. Title II and III. *Such activities must support the requirements of ESEA and equip educators with the expertise, knowledge, and skills consistent with the Next Generation Sunshine State Standards and Common Core for the purposes of increasing student academic achievement.*

**Professional Learning Initiative(s):** Professional learning at Altamonte begins with the Leadership Team comprised of the Principal, Assistant Principal, the Reading Coach and the Math Coach. Instructional Team Leaders meet bi-weekly and employ a "train the trainer" model by delivering pertinent instructional strategies, NCUST and/or Marzano strategies to their teams during a weekly PLC at each grade level. Additional professional learning occurs during scheduled Wednesday afternoon meetings and bi-monthly faculty meetings. Those meetings are specifically related to the Marzano indicators and NCUST strategies.

**School Improvement Goal(s) that support the Initiative(s):** All Reading, Math, Science and Writing goals.

8. **Coordination with Early Learning** - Describe how your school coordinates with existing early learning programs/preschool (i.e., Head Start, VPK) programs to assist children in the transition from preschool to elementary school.

**Coordination with Early Learning Initiative(s):** Altamonte Elementary has a Head Start program on campus as a separate unit. Students may transition from Head Start to our VPK class. The VPK class at Altamonte is combined with the Pre-K ESE unit and is co-taught. This Pre-K model is instructionally strong and students are well prepared to transition to Kindergarten.

**School Improvement Goal(s) that support the Initiative(s):** All Reading, Math, Science and Writing goals.

9. **Family Engagement** - Describe general strategies to help families become more engaged in the school and better support their children. Include family literacy services and adult literacy if offered. *Note: This section does not have to be detailed since schools will be required to submit an entire family engagement plan in addition to the SIP/Schoolwide Plan.*

**Family Engagement Initiative(s):** Altamonte Elementary has the grant-funded 21<sup>st</sup> Century Community Learning Center program on campus, and it addresses both student and parent needs. The program serves students in academic support and provides enrichment activities. The program will provide learning opportunities for parents this year. Parents are encouraged to attend all curriculum nights and FCAT information nights.

**School Improvement Goal(s) that support the Initiative:** All Reading, Math, Science and Writing goals.



## ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.  
How will the school correlate the parental involvement activities with student achievement?

**Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.**

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	24.4%	206/844	+2%	26.4%

### Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Use multiple strategies to communicate with parents: newsletters, Skyward, school website, parent-teacher conferences, etc.	1	Lack of parent participation	Administration, ETF, teachers	Ongoing	Administration will monitor newsletter feedback; Administration will monitor parent-teacher input on conference forms; ETF will maintain a current website.	b, or, tech
Provide parents with enrollment instructions for the Parent Portal of Skyward.	1	Lack of parent participation	Administration	Ongoing	Administration will monitor the percent of parents who have enrolled in Skyward.	or, tech

## ADDENDUM 6 - SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) GOAL(S)

Seminole County Public Schools realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century. At the elementary level all schools have been provided with a robotics program and participate in SECME activities. At the secondary level all schools include science, engineering, technology and mathematics in their curriculum offerings.

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

Enter narrative for STEM goal:

Altamonte Elementary supports a robotics club for students in grades 3-5. Altamonte supports a SECME club for students in grades 3-5.

### Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Continue to provide the robotics club for students in grades 3-5	Lack of teacher involvement	Administration, teachers	Student participation, increased Math and Science achievement	Club attendance, assessment data	im, tech, t
Continue to support student participation in SECME in grades 3-5	Lack of teacher involvement	Administration, teachers	Student participation, increased Math and Science achievement	Club attendance, assessment data	im, tech, t

## ADDENDUM 7 - CAREER AND TECHNICAL EDUCATION (CTE) GOAL(S)

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

In the narrative below respond to what CTE practices are currently in place and what is the plan for CTE for the 2012-13 school year.

Altamonte Elementary provides exposure to Career and Technical Education/Vocational opportunities through instructional activities related to real-life situations. Students are taught practical applications and are encouraged to develop post-elementary and post-secondary goals. Altamonte Elementary supports Career and Technical Education/Vocational opportunities through technology instruction, SECME, Robotics, Enrichment Program opportunities and opportunities offered by the 21<sup>st</sup> Century Community Learning Center program. Students in grades 3-5 have an opportunity to learn about television studio production by participation in AAB (Altamonte After Breakfast) News.

### Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Sponsor SECME for students in grades 3-5 to support instructional goals through technology	Lack of technology resources	Administration, ETF	Mid-Year; End of Year student participation	Computer Lab Instructional Projects Evaluations	tech, t
Provide instruction in television/video production for students in grades 3-5	Prerequisite skills and background knowledge	Administration, ETF	Trimester rotation of news crew staff	Performance objectives on specific equipment	tech, t
Sponsor the Robotics Club for students in grades 3-5	Lack of staff	Administration, Teachers	Participation in End of Year competition	Performance objectives using Legos to build operational robots	tech, t

## ADDENDUM 11 – AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES (AAAMO)

Using baseline data from 2011, the school will reduce the achievement gap in Reading and Math by 50% by 2017.

<b>READING AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>66</b>	<b>64</b>	<b>72</b>	<b>75</b>	<b>77</b>	<b>80</b>	<b>83</b>
American Indian							
Asian	59	69	66	69	73	76	80
Black/African-American	49	44	58	62	66	70	75
Hispanic	62	60	68	72	75	78	81
White	79	74	83	84	86	88	90
English Language Learners	30	47	42	48	53	59	65
Students with Disabilities	45	30	54	59	63	68	73
Economically Disadvantaged	55	54	63	66	70	74	78

<b>MATH AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>61</b>	<b>58</b>	<b>68</b>	<b>71</b>	<b>74</b>	<b>77</b>	<b>81</b>
American Indian							
Asian	71	69	76	78	81	83	86
Black/African-American	44	38	53	58	63	67	72
Hispanic	56	49	63	67	71	74	78
White	70	71	75	78	80	83	85
English Language Learners	30	38	42	48	53	59	65
Students with Disabilities	36	30	47	52	57	63	68
Economically Disadvantaged	56	51	63	67	71	74	78

**SCHOOL ADVISORY COUNCIL SIGNATURES**  
**2012-2013**  
**FINAL COPY**

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

<b>ADMINISTRATOR</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>
Pam Gamble	9/24/12	Robin Krause	9/24/12		
David Perales	9/24/12	Tracy Elfand	9/24/12		
		Tiffany Dowling	9/24/12		
<b>INSTRUCTIONAL</b>					
Jan Markiewicz	9/24/12	Kala Heberling	9/24/12		
Becky McKinniss	9/24/12	Dawn Rochette	9/24/12		
Casey Foote	9/24/12	Raquel Ramos	9/24/12		
		Tashunda Brown	9/28/12		
<b>NON-INSTRUCTIONAL</b>					
Rita McLaughlin	9/24/12				