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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

The vision of Altamonte Elementary School is to nurture a community of young learners grounded in kindness, respect, and shared values. We strive to cultivate a safe and supportive environment where every child learns to lead with empathy, contribute to their community, and grow into thoughtful, responsible citizens.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Leslie Watson

leslie_watson@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

School Leader

Leadership Team Member #2

Employee's Name

Desiree Drager

dragerda@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

School Leader

Leadership Team Member #3

Employee's Name

Kayla Wainscott

kayla_wainscott@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Facilities/Maintenance, Supervises Office Staff/Custodial, Testing Coordinator, School Scheduling

Leadership Team Member #4

Employee's Name

Rebecca Roberts

rebecca_roberts@scps.k12.fl.us

Position Title

Instructional Literacy Coach

Job Duties and Responsibilities

K-5 Literacy Coach and NEST Lead

Leadership Team Member #5

Employee's Name

Deanna Fillingim

fillindz@scps.k12.fl.us

Position Title

Math/Science Instructional Coach

Job Duties and Responsibilities

K-5 Mathematics/Science Coach

Leadership Team Member #6

Employee's Name

Naomi Gonzalez-Longstaff

gonzaln3@scps.k12.fl.us

Position Title

Behavior Interventionist

Job Duties and Responsibilities

PBIS Implementation, Behavior Intervention/Teacher Coaching

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Throughout the 2024-2025 school year, Altamonte Elementary surveyed community members and parents at our Family Engagement Events to obtain their feedback regarding their involvement in the school and the development of this School Improvement Plan. Administration also involved our SAC committee in assisting us with making decisions regarding family involvement events and assisting us in developing this School Improvement Plan. In order to obtain feedback from our school staff, we held monthly team leader meetings where staff could provide input to us. Additionally, we use the feedback provided to us via the 5 Essentials Staff Survey and Panorama Survey. Once completed, the School Improvement Plan will be shared with all stakeholders via the School Website. It will also be located in hard copy format in our Title I Notebook and School Advisory Council Notebook, all available to the public at anytime on our school campus. Stakeholders may request assistance, as needed, to understand this plan or ask for translation support if needed.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on

increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Our school leadership team will monitor the implementation and impact the plan is having weekly at our instructional leadership meetings. In these meetings, we review relevant student data, plan for future PDs, plan classroom walkthroughs and monitor the progress of our intervention blocks. Additionally, the goals outlined in the SIP are reflected upon at our monthly SAC meetings that are open to all faculty, staff, parents, students, and community members. Any revisions that need to take place will happen during these meetings after receiving input from all stakeholders. In order to identify areas that may need alteration, we will use student achievement data, behavioral data, and attendance data. We will also use feedback from teachers, staff, parents, students, and business partners.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	84.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	71	78	93	93	87	83				505
Absent 10% or more school days	9	19	27	20	16	14				105
One or more suspensions	1	1	5	5	1	3				16
Course failure in English Language Arts (ELA)	1	22	30	9	7	3				72
Course failure in Math	1	14	27	7	3	6				58
Level 1 on statewide ELA assessment	2	13	37	30	9	19				110
Level 1 on statewide Math assessment	2	9	27	26	14	14				92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	12	27	17						56
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	7	23	19	17					66

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	26	53	33	19	14	0	0	0	147

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	0	5	0	0				6
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		40	25	26	30	33				154
One or more suspensions		2	5	4	3	7				21
Course failure in English Language Arts (ELA)		17	20	6		1				44
Course failure in Math		18	11	6		4				39
Level 1 on statewide ELA assessment				15	6	35				56
Level 1 on statewide Math assessment				9	7	31				47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1		6						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		18	14	10	21	31				94

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			2	15						17
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	68	59	50	66	57	43	61	53
Grade 3 ELA Achievement	58	71	59	52	69	58	39	62	53
ELA Learning Gains	57	63	60	61	62	60			
ELA Lowest 25th Percentile	65	56	56	70	55	57			
Math Achievement*	54	69	64	49	67	62	48	64	59
Math Learning Gains	64	65	63	60	64	62			
Math Lowest 25th Percentile	51	47	51	67	43	52			
Science Achievement	48	68	58	55	68	57	65	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	71	73	63	86	75	61	43	77	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	522
Total Components for the FPPI	9
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	61%	53%	61%	44%		55%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	65%	No		
Black/African American Students	48%	No		
Hispanic Students	58%	No		
Multiracial Students	81%	No		
White Students	61%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	54%	58%	57%	65%	54%	64%	51%	48%					71%
Students With Disabilities	40%	33%	59%	53%	31%	59%	53%	35%					
English Language Learners	63%	50%	74%		56%	74%							71%
Black/African American Students	51%	64%	54%	50%	39%	54%	41%	34%					
Hispanic Students	49%	44%	60%	70%	54%	64%	62%	53%					67%
Multiracial Students	73%		80%		80%	90%							
White Students	62%	71%	52%		64%	67%		47%					
Economically Disadvantaged Students	50%	59%	54%	63%	51%	61%	51%	46%					68%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%	52%	61%	70%	49%	60%	67%	55%					86%
Students With Disabilities	30%	33%	55%	65%	27%	66%	78%	24%					
English Language Learners	50%		56%		50%	56%							86%
Black/African American Students	41%	35%	60%	83%	41%	59%	71%	43%					
Hispanic Students	48%	49%	61%	63%	45%	59%	71%	62%					89%
Multiracial Students	77%				80%	80%							
White Students	62%	75%	60%		61%	59%	60%	60%					
Economically Disadvantaged Students	46%	51%	61%	68%	45%	58%	70%	48%					84%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	43%	39%			48%			65%					43%
Students With Disabilities	9%	11%			16%			18%					
English Language Learners	30%	25%			43%								72%
Black/African American Students	32%	32%			36%			38%					
Hispanic Students	48%	41%			50%			60%					73%
Multiracial Students	38%				44%								
White Students	48%	44%			53%			90%					
Economically Disadvantaged Students	40%	38%			44%			60%					64%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	56%	69%	-13%	57%	-1%
ELA	4	53%	67%	-14%	56%	-3%
ELA	5	47%	64%	-17%	56%	-9%
Math	3	49%	70%	-21%	63%	-14%
Math	4	62%	69%	-7%	62%	0%
Math	5	38%	46%	-8%	57%	-19%
Math	6	100%	71%	29%	60%	40%
Science	5	47%	66%	-19%	55%	-8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

According to FAST PM3, our students showed the most improvement in overall ELA and math proficiency. In ELA, we went from having 49% of our students scoring at or above proficiency to 54% this year. In math, we saw an increase from 49% to 54%.

In order to improve in these areas, we first focused on the tire 1 instruction happening in the classrooms. Consistent adherence to the curriculum frameworks provided by SCPS was key in insuring students received benchmark aligned, rigorous, differentiated instruction to meet their various needs. Our instructional leadership team utilized frequent walkthroughs and feedback cycles to monitor and provide support to teachers on providing instruction aligned to these frameworks. In addition, we had administration, coaches, interventionists, and paraprofessionals push into classrooms to provide additional remediation to students in grades 3, 4, and 5. The remediation lessons were planned off of student performance data on PM2. Specifically, we identified specific benchmarks that students were not proficient in, grouped students accordingly, and provided targeted small group intervention on these skills. We also provided students with afterschool tutorial and Saturday Boost Camps in order to provide additional instruction in ELA and math for students.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our student proficiency score in 5th grade science dropped from a 58% to a 65%. We believe that the decline was due to a lack of reading stamina, vocabulary acquisition, and not enough hands on practice to solidify vocabulary acquisition.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our student proficiency score in 5th grade science dropped from a 58% to a 65%. We believe that the decline was due to a lack of reading stamina, vocabulary acquisition, and not enough hands on practice to solidify vocabulary acquisition.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to state averages, our most significant area of concern is 5th grade science proficiency. Data indicates that our students consistently perform below the state benchmark in this subject, with the gap being most pronounced in assessments that require strong content-specific vocabulary and conceptual understanding.

One contributing factor is that many of our students enter school with limited exposure to academic vocabulary, particularly in science. This vocabulary gap places them at a disadvantage from the outset, making it more difficult for them to access grade-level content and engage meaningfully with scientific texts, experiments, and discussions.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are student attendance (specifically those with over ten absences in a school year) and students with more than one referral.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Science Proficiency, Math Lowest Quartile Learning Gains, and Student Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2024-2025 school year in ELA, 54% of our students in grades three through five demonstrated proficiency, 57% demonstrated learning gains, and 65% of our lowest quartile achieved a learning gain.

These outcomes reflect the positive impact of our intentional focus on small group instruction, which allowed for more personalized, data-driven teaching tailored to individual student needs. Teachers were able to target specific skill gaps, provide immediate feedback, and differentiate instruction more effectively, particularly for our most struggling learners.

However, through classroom observations, instructional reviews, and teacher feedback, we've identified an emerging trend that requires attention: whole group instruction is losing its effectiveness in some classrooms. While slide decks have provided structure and consistency, many teachers are relying on them too heavily, often at the expense of student engagement. Lessons are becoming more passive, with fewer opportunities for students to interact, discuss, and actively process new content.

This imbalance between strong small group instruction and underutilized whole group engagement has the potential to limit overall student growth. Whole group instruction plays a critical role in setting the stage for learning, introducing key concepts, and building a shared academic vocabulary. When it lacks energy, interaction, and student-centered strategies, it can diminish the effectiveness of the entire instructional block.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We plan to increase the proficiency rate of the following grade levels below:

K ELA: Increase from 43% proficient to 62%.

1st Grade ELA: Increase from 44% proficient to 62%.

2nd Grade ELA: Increase from 49% proficient to 62%.

3rd Grade ELA: Increase from 58% to 62% proficient

4th Grade ELA: Increase from 54% to 62% proficient

5th Grade ELA: Increase from 47% to 62% proficient.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

In collaboration with our Assistant Superintendent, the Altamonte Elementary School leadership team will identify and align resources to meet the needs of all students of all students and maximize the desired student outcomes. Our leadership team will go over data such as unit assessments, informal walk through data, and data related to the SCPS Instructional Priority Walkthrough Tool.

Additionally, targeted professional development will be provided to teachers based on trends identified using the data outlined above.

Person responsible for monitoring outcome

Leslie Watson, Desiree Drager, Becky Roberts, Deanna Fillingim

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence) FastForward (promising evidence), and Quick Reads (strong evidence).

Rationale:

All Levels - ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Providing professional development opportunities for teachers in order to increase engagement strategies for students during core instruction

Person Monitoring:

Leslie Watson, Desiree Drager

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will model selected engagement strategies in all monthly staff meeting throughout the year. Teachers will implement these engagement strategies during their whole group instruction following each staff meeting. Coaches and administrators will schedule walkthroughs in order to see these strategies in action to provide feedback.

Action Step #2

Utilizing PLCs and lesson planning to increase engagement strategies for students during core instruction

Person Monitoring:

Leslie Watson, Desiree Drager

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Coaches and teachers will begin all PLCs with a 10 minute modeling of an engagement strategy. Teachers will also be responsible for identifying the engagement strategies that will be used during whole group instruction in their weekly lesson plans. Teachers will increase the amount of students that are engaged and participating in whole group instruction by planning out specific strategies to use during whole group. Administration and coaches will conduct walkthroughs using the SCPS Instructional Priority Walkthrough Tool to ensure implementation and provide feedback to improve teacher performance in this area.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2024-2025 school year in Math, 54% of our students demonstrated proficiency, 67% demonstrated learning gains, and 51% of our lowest quartile achieved a learning gain. These outcomes reflect the positive impact of our continued emphasis on small group instruction, which has allowed teachers to provide targeted support, differentiate instruction, and address individual learning needs more effectively.

However, through classroom observations and instructional reflections, we've identified a key area for growth: collaborative learning within the math block. While small group instruction has been effective,

many math lessons still rely heavily on teacher-led instruction or independent practice, limiting opportunities for students to engage in peer-to-peer discourse, problem-solving, and collaborative reasoning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

K Math: Increase from 48% proficient to 62%.

1st Grade Math: Increase from 47% proficient to 62%.

2nd Grade Math: Increase from 53% proficient to 62%.

3rd Grade Math: Increase from 49% to 62% proficient

4th Grade Math: Increase from 63% to 65% proficient

*Data includes RAMP math student scores

5th Grade Math: Increase from 48% to 62% proficient.

*Data includes RAMP math student scores

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

In collaboration with our Assistant Superintendent, the Altamonte Elementary School leadership team will identify and align resources to meet the needs of all students of all students and maximize the desired student outcomes. Our leadership team will go over data such as unit assessments, informal walk through data, and data related to the SCPS Instructional Priority Walkthrough Tool.

Additionally, targeted professional development will be provided to teachers based on trends identified using the data outlined above.

Person responsible for monitoring outcome

Leslie Watson, Desiree Drager, Deanna Fillingim

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Ready Florida BEST Math Instruction, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Improving small group collaborative stations for all teachers

Person Monitoring:

Leslie Watson, Desiree Drager

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At the beginning of the year, each week during PLCs, teacher will be given a prepared bucket for their collaborative station that correlates to the standards identified within the instructional framework to ensure rigor, alignment to the benchmarks, and hands-on learning. The bucket will include all supplies and student friendly directions. This will reduce the amount of worksheets currently used in the collaborative station and help teachers utilize peer to peer collaboration in a more effective way. Over time, the coaches and administration will work with teacher teams on utilizing the SCPS instructional framework to create these centers independently. We will scaffold this by creating them together during PLC before having teachers create them independently.

Action Step #2

Providing targeted professional development in order to improve the quality of collaborative stations during math stations

Person Monitoring:

Leslie Watson, Desiree Drager

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our current math coach, along with district personnel, will provide target professional development to teachers using the resources within the framework. Teachers will receive support on identifying benchmarks to use in collaborative stations, how to identify activities, and how to assess and provide feedback. Teachers will then implement one collaborative station each week to their math small group. Administration and coaches will then conduct specific walkthroughs to ensure classroom implementation. The feedback will be discussed during our weekly leadership meetings and compared with student performance data to assess effectiveness.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our science proficiency scores have consecutively decreased for the past two years. In 2024-2025, the percentage of our 5th grade students scoring proficiency on the science exam was 48%. Through observation of classroom instruction and reflection on our current year's data, we would like to increase our proficiency in science through increasing student exposure to reading informational texts, providing more hands-on science experiences, and vocabulary acquisition strategies.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2024-2025 Altamonte achieved 48% student proficiency on the State Science Assessment. This year, our goal is to increase this percentage to a 62%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

In collaboration with our Assistant Superintendent, the Altamonte Elementary School leadership team will identify and align resources to meet the needs of all students of all students and maximize the desired student outcomes. Our leadership team will go over data such as unit assessments, informal walk through data, and data related to the SCPS instructional priority walkthrough tool.

Additionally, targeted professional development will be provided to teachers based on trends identified using the data outlined above.

Person responsible for monitoring outcome

Leslie Watson, Desiree Drager

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Science passages in reading centers

Person Monitoring:

Leslie Watson, Desiree Drager

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA teachers will include science reading informational passages in their independent reading station at least two days per week. These passages will be aligned to a "trailing science standard." During that time, specific vocabulary will be highlighted. Student will engage in the K.I.M. strategy with those selected words in preparation of a science super bowl in April.

Action Step #2

Implementation of Science Lab PLCs on Friday

Person Monitoring:

Leslie Watson, Desiree Drager

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Fifth grade teachers will meet in PLCs every Friday to prepare for a hands on lab for students each Monday. This will ensure the proper materials are already present and all teachers are aware of the expectations. Standard alignment, content limits, and rigor will also be discussed. Administration and coaches will conduct lab walkthroughs on Monday for fidelity and compare data from student assessments to make any needed adjustments at future PLCs, with teacher input.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In grades K-2, we will continue to refine our focus on the implementation of UFLI to ensure all students are provided the foundational skills they need to achieve reading proficiency.

We plan to focus on differentiation through scaffolding and small group routines in grade 5 in order to increase the rigor of instruction and ensure students are receiving intervention on the benchmarks

they are not proficient in.

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

The implementation of UFLI will continue to be a priority for all teachers in K-2, with additional coaching being provided for those new to the grade levels. Continued professional development and feedback will be provided to all teachers using the UFLI walkthrough tool.

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

Enhancing our small group routines in fifth grade will provide additional tools for students to ensure we are challenging all students to eventual mastery of the benchmarks.

Grades K-2: Measurable Outcome(s)

We plan to increase the proficiency rate of the following grade levels below:

K ELA: Increase from 43% proficient to 62%.

1st Grade ELA: Increase from 44% proficient to 62%.

2nd Grade ELA: Increase from 49% proficient to 62%.

Grades 3-5: Measurable Outcome(s)

5th Grade ELA: Increase from 47% to 62% proficient.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

In collaboration with our Assistant Superintendent, the Altamonte Elementary School leadership team will identify and align resources to meet the needs of all students of all students and maximize the desired student outcomes. Our leadership team will go over data such as unit assessments, informal walk through data, and data related to the SCPS Instructional Priority Walkthrough Tool.

Additionally, targeted professional development will be provided to teachers based on trends identified using the data outlined above.

Person responsible for monitoring outcome

Leslie Watson, Desiree Drager, Rebecca Roberts

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence) FastForward (promising evidence), and Quick Reads (strong evidence).

Rationale:

All Levels - ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Provide teachers with a UFLI Refresher PD in order to ensure students are receiving systematic, foundational literacy skills.

Person Monitoring:

Leslie Watson, Desiree Drager, Rebecca Roberts

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers in grades K-2 will participate in a refresher PD session on utilizing UFLI so that all teachers are using the program with fidelity. Teachers will be given the UFLI checklist that has been used by the district in order to ensure they are teaching the lessons as presented. Coaches and administration will complete walkthroughs using the checklist to provide feedback to teachers. In PLCs, teachers will work with coaches on structuring small group lessons that align with the UFLI skills students need.

Action Step #2

Continue to utilize the SCPS Small Group Protocols with 5th grade in order to provide students with targeted instruction in benchmarks they are below proficient in

Person Monitoring:

Leslie Watson, Desiree Drager, Rebecca Roberts

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In 5th grade ELA, we plan to continue to implement a robust approach to reading groups, based on the science of reading. This will allow for comprehensive instruction based on real-time and frequent progress monitoring. Our ELA coach will be instrumental in conducting side by side coaching with all teachers utilizing the SCPS Small Group Instructional Rubric. This more fluid approach to literacy instruction will strengthen our students metacognition skills and enhance their achievement on grade level standards.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 2024-2025 school year approximately 33% of our students were absent 10+ days. Approximately 22% of students were absent over 15 days. This results in a significant loss of learning for many vulnerable students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to decrease the number of students missing 15+ days to the district average, which is 22%. We also plan to decrease the number of students missing 10+ days of school by 5%. Increasing student attendance will result in an increase of student learning and achievement.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance meetings will be conducted weekly with the assistant principal, principal, and school social worker. At these meetings, attendance data, including tardies and early checkouts, will be analyzed for patterns and students with frequent data points. We will utilize Skyward and EdInsight reports for data tracking.

By being proactive in our attendance efforts we hope to increase learning time which correlates strongly to student achievement.

Person responsible for monitoring outcome

Leslie Watson, Desiree Drager

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

State statute requires that school teams shall be diligent in facilitating intervention services and make

all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teacher Communication

Person Monitoring:

Desiree Drager, Teresa Fullan (SSW)

By When/Frequency:

August-May, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will send a form email to parents if a student is absent on the day of their absence and cc: administration. This letter will outline our attendance policy and inform parents where to turn in excuse or medical documents. Teachers will be monitored to ensure they are sending this correspondence and the communication will be logged in EdInsight.

Action Step #2

Office Attendance Procedures

Person Monitoring:

Kayla Wainscott, Desiree Drager, Leslie Watson

By When/Frequency:

August-May, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The front office secretary will be trained to keep a list of students that are tardy one or more times per week. This information will be given to the assistant principal for calls by the end of the day each Friday. Our guidance secretary will make weekly calls soliciting notes for any unexcused absences.

She will also help track frequently absent students through attendance reports. The AP/principal will call monthly to discuss attendance and the school social worker will conduct home visits when necessary.

Action Step #3

School Wide Incentives/Parent Information Campaign

Person Monitoring:

Leslie Watson, Desiree Drager, Teresa Fullan

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At the beginning of the school year, attendance data from the prior year and our 25-26 goals will be shared with parents at Curriculum Nights and at the beginning of the year SAC meeting. Updates and information regarding the importance of attendance will be communicated via Parent Square and corresponding posts will occur on social media. Individual homeroom classes will complete an attendance challenge where they get to cross off a letter in the word "attendance" when all members of their class is present. Once all the letters are crossed off, they get to spin the school prize wheel for a prize. Grade levels will also compete monthly in order to see which ones have the highest percent of attendance or lowest tardies. We also plan to keep track of each day's daily percent of students in attendance and use this to celebrate school wide goals and achievements.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Once the SIP is completed, it will be presented to both our SAC and PTA. Additionally, it will be presented to our staff. The staff and our SAC will review the plan and provide feedback. The instructional leadership team will then make any necessary adjustments or additions. Once the SAC committee has voted on and approved the plan, it will be shared with all appropriate stakeholders. In order to do this, it will be posted on our school website. In addition, we will email a copy to all business partners and school staff. Progress on the plan will be given to staff at monthly faculty meetings. For the parents and community members, progress on the SIP will be given monthly at SAC and PTA meetings. 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.

<https://www.altamonte.scps.k12.fl.us/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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. At Altamonte Elementary we work very closely with our SAC to ensure that we are collaborating to create a positive learning environment and culture for all stakeholders. 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 are often involved in our decision making process for school wide 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.

<https://www.altamonte.scps.k12.fl.us/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

In order to strengthen our academic programs and increase the quality and quantity of student learning time, we are first going to focus on improving student attendance. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure. Secondly, we are going to work on improving our tier 1 instruction. Utilizing our school leadership team, we will walk teacher classrooms on a weekly basis to coach and provide feedback to teachers utilizing the new SCPS instructional priorities walkthrough tool in order to improve their practice. Formative and summative data will be collected and analyzed weekly with instructional coaches and administration in PLC meetings.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Throughout the course of the school year, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the status of the proposed activities that fall under the direction of DTL. Such activities/programs include split-funded teacher-on-assignment Program Specialists, Reading Eggs at Title I elementary schools, an incoming third grade summer learning program, a summer literacy bus, and additional teacher induction mentors at Title I schools with high numbers of new educators. These decisions may impact the Title I, Part A plan for the following school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities. Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

During the planning phase of Title I school-wide plans, which spans early December to late March for the upcoming school year, leadership from the Federal Projects and Resource development department collaborate with Title I school principals, and district-level leadership who oversee TIPA areas of focus, on developing Title I schoolwide plans which will best contribute to closing academic achievement gaps. As TIPA SWPs are being developed, Title I school principals may indicate from which departments they want support in the development and implementation of their plans: Alternative Programs, Career & Technical Education, ePathways, Early Learning/VPK, ESOL World Languages & Student Access, Families in Need, Federal Projects & Resource Development, Leadership Pathways, Student Assignment & Program Access, Student Support Services, Teaching and Learning. Such cross-departmental collaboration could include braiding Title I, Part A and IDEA funding to split-fund an ESE teacher, or Title I, Part A and Title III, Part A funds both supporting a supplemental English language acquisition program at a Title I school.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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/Zones of Regulation 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
- Overcoming Obstacles: Our behavior interventionist uses this resource with students to provide support with topics such as peer relationships, dealing with disappointment, conflict resolution, etc.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Teach-In is an annual event where volunteers from the community come in to share their expertise in their fields with the students. Teachers are encouraged to and may also select speakers from the approved district list to come in and speak on topics related to the curriculum being covered. 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 schedule a STEM special area for all grade levels, which affords students the opportunity to explore STEAM related activities in our STEAM Collaborative Learning Center on campus.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Altamonte Elementary utilizes the MTSS model in order to prevent and address problem behavior and provide students with early intervention services. Using the MTSS problem-solving model, our team provides and monitors appropriate interventions for individual students. Our MTSS team will be bi-weekly in order to discuss students and help support teachers in the classroom. Our behavior interventionist is strategically assigned to help supervise students in the morning at breakfast so that she can work on creating positive relationships with students and monitor behavior outside of the classroom setting. Additionally, our behavior interventionist will push into classrooms as needed and provide small group behavior instruction to students with the assistance of our school guidance counselor and social worker.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Our teachers meet twice a week in grade level/subject area PLC meetings. These meetings are held with instructional coaches and administration in order to analyze student data and plan for upcoming instruction. This includes remediation for students who need re-teaching and enrichment for students who have mastered the concepts. Based on the discussions happening in PLC meetings, the instructional leadership team plans focused PD sessions (20-"N-Outs) that are created and offered to staff on a monthly bases. Sample topics include managing response rates, providing feedback to students, classroom management, engagement strategies, etc. Paraprofessionals meet with the teachers they support in order to discuss curriculum and student progress. Students are released from school one hour early on select Wednesdays. Altamonte Elementary uses this additional time to provide teachers with small group PD based on Marzano indicators that are requested or indicators that administration notices lower performance on in classroom observations. This upcoming year, SCPS is utilizing a district walk through tool that aligns to the district instructional priorities. Altamonte Elementary will be utilizing this tool and the feedback gained from it to assist in planning professional learning opportunities for out staff.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V),

ESEA Section 1114(b)(7)(A)(iii)(V).

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 Summer Bridges Camp to help prepare them for success in kindergarten. Altamonte Elementary offers Meet the Teacher before school starts and kindergarten teachers are available for individual conferences at the start of the year.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00