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## School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

## SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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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

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Student Engagement + Differentiated Instruction = High Achievement

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

## B. School Leadership Team

### 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

##### Position Title

Principal

##### Job Duties and Responsibilities

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School Leader

#### Leadership Team Member #2

##### Employee's Name

Desiree Drager

##### Position Title

Assistant Principal

##### Job Duties and Responsibilities

---

School Leader

### **Leadership Team Member #3**

**Employee's Name**

Kayla Wainscott

**Position Title**

School Administration Manager

**Job Duties and Responsibilities**

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

### **Leadership Team Member #4**

**Employee's Name**

Rebecca Roberts

**Position Title**

Literacy Coach

**Job Duties and Responsibilities**

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K-5 Literacy Coach, NEST Leader

### **Leadership Team Member #5**

**Employee's Name**

Deanna Fillingim

**Position Title**

Math/Science Instructional Coach

**Job Duties and Responsibilities**

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K-5 Mathematics/Science Coach

### **Leadership Team Member #6**

**Employee's Name**

D'amonte Knight

**Position Title**

Behavior Specialist

**Job Duties and Responsibilities**

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PBIS Implementation, Behavior Intervention

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

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

### 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. (ESEA 1114(b)(3))

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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 PTA and 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.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>81.1%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>86.5%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>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)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20:</b>



## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	0	40	25	26	30	33				154
One or more suspensions	0	2	5	4	3	7				21
Course failure in English Language Arts (ELA)	0	17	20	6	0	1				44
Course failure in Math	0	18	11	6	0	4				39
Level 1 on statewide ELA assessment	0	0	0	15	6	35				56
Level 1 on statewide Math assessment	0	0	0	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)	0	1	0	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	0	0	0	0					0

#### Current Year 2024-25

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	0	18	14	10	21	31				94

#### Current Year 2024-25

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			2	15						17
Students retained two or more times										0

**Prior Year (2023-24) 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	8	38	30	27	37	14				154
One or more suspensions		5	4	7	9	4				29
Course failure in ELA	1	13	8	1		3				26
Course failure in Math	1	12	9	3		2				27
Level 1 on statewide ELA assessment				4	45	37				86
Level 1 on statewide Math assessment				3	43	30				76
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	12	15	32						128

**Prior Year (2023-24) 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	1	18	13	19	49	35				135

**Prior Year (2023-24) 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	1		1	2						4
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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	50	66	57	43	61	53	52	65	56
ELA Grade 3 Achievement **	52	69	58	39	62	53			
ELA Learning Gains	61	62	60				57		
ELA Learning Gains Lowest 25%	70	55	57				54		
Math Achievement *	49	67	62	48	64	59	52	46	50
Math Learning Gains	60	64	62				63		
Math Learning Gains Lowest 25%	67	43	52				49		
Science Achievement *	55	68	57	65	65	54	57	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	86	75	61	43	77	59	100		

\*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	550
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	53%	61%	44%		55%	53%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	47%	No		
English Language Learners	60%	No		
Black/African American Students	54%	No		
Hispanic Students	61%	No		
Multiracial Students	79%	No		
White Students	62%	No		
Economically Disadvantaged Students	59%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	14%	Yes	4	1
English Language Learners	43%	No		
Black/African American Students	35%	Yes	1	
Hispanic Students	54%	No		
Multiracial Students	41%	No		
White Students	59%	No		
Economically Disadvantaged Students	49%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	39%	Yes	3	



## 2021-22 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%
English Language Learners	65%	No		
Native American Students				
Asian Students				
Black/African American Students	42%	No		
Hispanic Students	61%	No		
Multiracial Students	29%	Yes	1	1
Pacific Islander Students				
White Students	73%	No		
Economically Disadvantaged Students	57%	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. (pre-populated)

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%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	52%		57%	54%	52%	63%	49%	57%					100%
Students With Disabilities	23%		46%	47%	25%	47%	36%	46%					
English Language Learners	47%		75%		47%	58%							100%
Native American Students													
Asian Students													
Black/African American Students	37%		51%	43%	36%	44%	36%	48%					
Hispanic Students	53%		50%	62%	53%	67%	53%	48%					100%
Multiracial Students	27%				30%								
Pacific Islander Students													
White Students	70%		70%		70%	74%		80%					
Economically Disadvantaged Students	44%		55%	55%	45%	60%	48%	45%					100%

## 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	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	51%	67%	-16%	55%	-4%
Ela	4	44%	62%	-18%	53%	-9%
Ela	5	47%	63%	-16%	55%	-8%
Math	3	52%	69%	-17%	60%	-8%
Math	4	43%	64%	-21%	58%	-15%
Math	5	29%	43%	-14%	56%	-27%
Math	6	100%	67%	33%	56%	44%
Science	5	52%	65%	-13%	53%	-1%

### 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 our 3rd grade ELA proficiency, going from a 40% to a 52%. Additionally, we also showed improvement in our overall ELA proficiency rate. We improved our overall rate from a 43% to a 49%. Learning gains in both ELA and mathematics were strong areas for us as well. 62% of our students achieved a learning gain in ELA and 60% of our students achieved a learning gain in math. Our students in the lowest quartile also showed significant growth. Their learning gains in ELA were 69% and in math were 67%.

In order to improve in these areas, we implemented additional targeted small group instruction during center times. We had administration, coaches, interventionists, and paraprofessionals push into classrooms to provide additional remediation to students in grades 3, 4, and 5. We also offered afterschool tutorial and Saturday Boost Camps to students in order to provide additional instruction in ELA and math for students. We worked with district curriculum staff to plan a month long review for students in 3rd, 4th, and 5th to hit the critical content students need to master for that grade level. Our instructional leadership team worked with all teachers on strategies for managing response rates and monitored their use in the classrooms.

##### 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 scores in 5th grade science dropped from a 65% to a 58%. We believe that the decline was due to an addition of a reading passage to the science assessment. Our students struggle with reading and testing stamina.

##### 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 scores in 5th grade science dropped from a 65% to a 58%. We believe that the decline was due to an addition of a reading passage to the science assessment. Our students struggle with reading and testing stamina.

**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 greatest gaps are within ELA overall proficiency and math overall proficiency. Our students traditionally come to school with little background knowledge, already starting behind many of their peers at other schools. The lack of regular attendance also contributes to the overall performance of our students.

**EWS Areas of Concern**

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

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No Answer Entered

**Highest Priorities**

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

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ELA proficiency, math proficiency, science proficiency, and 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 Collaborative Planning, ELA, Math

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, 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, we are going to focus on increasing the academic proficiency of our students in ELA, math, and science. This has been identified as a need based on our cumulative school data from the 2023-2024 school year. With the exception of our 3rd grade data, our proficiency rate for students in all other grades is below 50% in ELA and math, according to FAST PM3 and STAR PM3. Our focus areas impacts student learning because they shows that approximately half of our students are struggling to master the foundational reading and math concepts. By improving our tier 1 instruction, we can insure our students are receiving a solid instructional core and are prepared to meet the academic demands of the next grade level. Continuing to work on adding in more strategic opportunities for collaboration and providing specific feedback will help improve our students' proficiency.

#### 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 40% proficient to 62%.

1st Grade ELA: Increase from 49% proficient to 62%.

2nd Grade ELA: Increase from 40% proficient to 62%.

3rd Grade ELA: Increase from 52% to 62% proficient

4th Grade ELA: Increase from 48% to 62% proficient

5th Grade ELA: Increase from 46% to 62% proficient.

K Math: Increase from 45% proficient to 62%.

1st Grade Math: Increase from 56% proficient to 62%.



2nd Grade Math: Increase from 46% proficient to 62%.

3rd Grade Math: Increase from 52% to 62% proficient.

4th Grade Math: Increase from 36% to 62% proficient (not including RAMP)

\*Continue to keep a pass rate of 100% in RAMP 4th grade math

5th Grade Math: Increase from 31% to 62% proficient (not including RAMP)

\*Continue to keep a pass rate of 100% in RAMP 6th grade math

### **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.

---

In collaboration with our Assistant Superintendent, the Altamonte Elementary school leadership team will identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Our instructional leadership team will meet weekly to go over data that was shared in PLCs in order to continuously monitor and adjust the instruction happening in classrooms. Additionally, targeted professional development will be provided to teachers based on their lowest performing indicators as measure by Marzano. This ongoing monitoring will ensure that we are making adjustments to our tier 1 instruction based on the needs of the students. This will increase student proficiency in our focus areas.

### **Person responsible for monitoring outcome**

Leslie Watson, Desiree Drager

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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), Success for All – FastTrack Phonics (at Title 1 schools) (strong evidence), Reading Mastery (promising evidence), FastForward (promising evidence), Corrective Reading (strong evidence),and Quick Reads (strong evidence). The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

### **Rationale:**

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. Math- 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

**Description of Intervention #2:**

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned.

**Rationale:**

ELA - In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

see above

**Rationale:**

see above

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Implementation of the Altamonte Elementary School Reading and Math Expectations for Best Practices

**Person Monitoring:**

Leslie Watson, Desiree Drager, Becky Robert,  
Deanna Fillingim

**By When/Frequency:**

Weekly

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

**step:**

Once the expectations are taught and reviewed with each teacher, the leadership team will conduct weekly walkthroughs and give specific feedback related to these research-based expectations. The leadership team will meet to discuss school and grade level trends and address and barriers to successful Tier One instruction immediately.

**Action Step #2**

Ongoing Monthly professional development

**Person Monitoring:**

Leslie Watson, Desiree Drager

**By When/Frequency:**

Monthly (September-April)

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

**step:**

Based on the feedbacked attained from weekly walkthroughs, professional developments (20 n out) will be created to address improving core instruction through rigorous questioning, collaboration, and managing response rates.

**Action Step #3**

Strengthening Professional Learning Communities

**Person Monitoring:**

Leslie Watson, Desiree Drager

**By When/Frequency:**

training in August, weekly meeting

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

**step:**

With the assistance of instructional coaches and the input of team leaders, we plan to enhance our professional learning communities to focus on the implementation of core instruction and the "how" of teaching the standards. Discussions regarding achievement level descriptors, managing response rates, and the use of math manipulatives will be included in every professional learning community. Our teaching staff meets twice weekly to discuss planning for the upcoming week. By guiding these conversation to these focus areas, we plan to see more engaging instruction.

**Area of Focus #2**

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

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

**Area of Focus Description and Rationale**

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

This more fluid approach to literacy instruction will strengthen our students foundational skills and enhance their achievement on grade level standards.

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

As a school, we plan 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.

We will be implementing UFLI as our core instruction model for phonics instruction.

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

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As a school, we plan 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. This more fluid approach to literacy instruction will strengthen our students metacognition skills and enhance their achievement on grade level standards.

### **Grades K-2: Measurable Outcome(s)**

---

We will utilize the STAR Early Literacy and Reading Assessments to monitor our progress on this focus area. We will increase the scores as follows:

Kindergarten: Increase proficiency from 44% to 62%.

### **Grades 3-5: Measurable Outcome(s)**

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We will utilize the FAST Progress Monitoring assessments to assess our progress on this focus area. We will increase the scores as follows:

4th Grade: Increase proficiency from 48% to 62%.

5th Grade: Increase proficiency from 46% to 62%.

### **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.

---

This focus will be monitored through weekly PLCs, weekly walk throughs providing feedback and noticing trends for coaching, as well as side-by side instructional coaching for fidelity.

### **Person responsible for monitoring outcome**

Leslie Watson, Desiree Drager, Becky Roberts

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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), Success for All –FastTrack Phonics (at Title 1 schools) (strong evidence), Reading Mastery (promising evidence), FastForward (promising evidence), Corrective Reading (strong evidence),and Quick Reads (strong evidence).

**Rationale:**

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-5 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan (CERP).

**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:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Development for all teachers on small group expectations

**Person Monitoring:**

Leslie Watson, Desiree Drager, Becky Roberts

**By When/Frequency:**

August 19, 2024

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

All ELA teachers will participate in a grade specific professional development to ensure they are aware of the Seminole County expectations for small group instructions based on the Science of Reading. The instructional coach will also model using these tools.

**Action Step #2**

Walkthroughs specifically targeting small group

**Person Monitoring:**

Leslie Watson, Desiree Drager, Becky Roberts

**By When/Frequency:**

September (weekly through April)

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

Leadership team will conduct specific walkthroughs to address the components of small group instruction in ELA. Coaching (side by side and coaching cycle) will then be assigned to those in need of additional support.

## IV. Positive Culture and 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 2023-2024 school year over 37% of our students were absent 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.

---

During the 2023-2024 school year over 37% of our students were absent 15+ days. Our goal is decrease the number of students missing 15+ days to the district average of 24%, resulting in a significant increase engaged in learning.

### **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. 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:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

#### **Rationale:**

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

#### **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 #1**

Teacher communication

**Person Monitoring:**

Desiree Drager, Andrea Schaa

**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 be required to send a form email if a student is absent on the day of their absence and cc: administration.

**Action Step #2**

Office procedures

**Person Monitoring:**

Kayla Wainscott

**By When/Frequency:**

weekly

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

1. The front office secretary will 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 each Monday morning. 2. Our guidance secretary will make weekly calls soliciting notes for any unexcused absences. She will also 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**

Incentive/Awareness campaign

**Person Monitoring:**

Leslie Watson

**By When/Frequency:**

weekly

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

Weekly text messages regarding attendance will be sent to parents and post will occur on social media. Grade levels will compete for the highest average attendance per week.

**Area of Focus #2**

Teacher Retention and Recruitment

**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.

---

Approximately 57% of teachers and staff reported favorable measures on the Panorama survey when asked to rate "How much do you trust your leadership staff?"

**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.

---

By the spring of 2025, we would like to see that number increase to 67%.

**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.

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As the Panorama survey will be given more than once throughout the year, we will monitor the results, as well as create mini surveys and gather ideas from our team leaders.

**Person responsible for monitoring outcome**

Leslie Watson

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 #1**

Enhanced staff meetings

**Person Monitoring:**

Leslie Watson

**By When/Frequency:**

monthly (August-May)

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

Monthly staff meetings will include more collaboration with the leadership team. The leadership team will aim to highlight teacher leaders to present when appropriate as they participate alongside the staff.

**Action Step #2**

Team Leaders Problem Solving Team

**Person Monitoring:**

Leslie Watson

**By When/Frequency:**

monthly

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

Team leaders meetings will focus on problem solving issues at the school, rather than information items at least once monthly. They will have prior notice to the topics being discussed in order to share input from their team.



## 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 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. (ESEA 1114(b)(4))

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

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Once the SIP is completed, it will be presented to both our SAC and PTA. 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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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 Parent Teacher Association (PTA) to ensure that we are collaborating to create a positive learning environment and culture for all stakeholders. We meet regularly with the PTA Executive Board to discuss family and school events to promote a positive environment for all families regardless of their diverse backgrounds. We connect with our business and community partners in various ways to support our endeavors at the school such as assisting with the planning and organization of our community beautification days. Our community partners are a very active part of our School Advisory Council (SAC) and is often involved in our decision making process for 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. (ESEA Section 1114(b)(7)(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 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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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Throughout the course of the school year, formally on a quarterly basis, 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 quarterly 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 implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next 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 typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

## **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. (ESEA 1114(b)(7)(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-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.

#### **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. (ESEA 1114(b)(7)(iii)(II))

---

Teach-In is an annual event where volunteers from the community come in to share with the students. Teachers may also select speakers from the approved district list. Altamonte students feed into Milwee Middle School, which has a focus on pre-engineering and Lyman High Schools, which is an institute of engineering. We provide a Program of Enrichment, Makerspace, which affords students the opportunity to explore STEAM related activities in our STEAM Collaborative Learning Center on campus.

#### **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. 1400 et seq. and ESEA 1114(b)(7)(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 and behavior paraprofessional are assigned to help supervise students in the morning at breakfast so that they 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. (ESEA section 11149b)(7)(iii)(V)).

---

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.

### **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. (ESEA 1114(b)(7)(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 Kinder 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, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

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