

Lake County Schools

Altoona School



2018-19 School Improvement Plan

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Altoona School

42630 STATE ROAD 19, Altoona, FL 32702

<http://altoonaschool.org>

School Demographics

School Type and Grades Served (per MSID File) Elementary School KG-5	2018-19 Title I School No	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 84%
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Primary Service Type (per MSID File) K-12 General Education	Charter School Yes	2018-19 Minority Rate (Reported as Non-white on Survey 2) 14%
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School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	C	C	C*

School Board Approval

N/A

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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 Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To achieve learning goals, the Altoona School is dedicated to providing elementary students with a solid academic foundation by incorporating a community-rich environment that stimulates and motivates. By integrating the classroom with the community, students will embrace learning to achieve their greatest potential in a complex, changing world.

Provide the school's vision statement

It is the vision of Altoona School to help students develop basic academic skills, to educate them to the greatest extent possible so that they become active learners, and to teach them to be responsible citizens. Altoona School will adhere to the Florida Standards.

School Leadership Team

Membership

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

Name	Title
Schmidt, Walter	Principal
Cerney, Dawn	Assistant Principal
Nelson, Beth	SAC Member
Thompson, Jami	Teacher, ESE
Smith, Jessica	Teacher, K-12

Duties

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

Beth Nelson is the Charter Board President and the President of the SAC. She leads the charter board that governs the school's decisions. The Charter Board also ensures that the administration, through all staff, adhere to the vision of the school and the school's mission statement.

Mr. Schmidt oversees the daily operation of the school. He attends all Charter Board meetings. At these meetings he updates the Charter Board about the daily management decisions he makes, the overall condition of school, and fulfillment of school requirements. He executes school directives that have been approved by the governing board.

Mrs. Cerney is the assistant principal. She works in conjunction with Mr. Schmidt to make sure the focus of the school remains on track.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	7	2	10	10	15	0	0	0	0	0	0	0	61
One or more suspensions	1	0	2	0	1	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	3	1	8	1	4	9	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	6	10	11	0	0	0	0	0	0	0	27

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	2	4	6	10	10	0	0	0	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	2	0	0	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	6	3	3	3	0	0	0	0	0	0	0	0	0	15

Date this data was collected

Monday 8/20/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	8	10	10	3	0	0	0	0	0	0	0	0	37
One or more suspensions	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	7	7	9	6	11	12	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	11	17	14	0	0	0	0	0	0	0	42

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	0	3	0	0	1	0	0	0	0	0	0	0	10

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	8	10	10	3	0	0	0	0	0	0	0	0	37
One or more suspensions	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	7	7	9	6	11	12	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	11	17	14	0	0	0	0	0	0	0	42

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	0	3	0	0	1	0	0	0	0	0	0	0	10

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science. Yes

Which data component showed the greatest decline from prior year?

Science

Which data component had the biggest gap when compared to the state average?

Science

Which data component showed the most improvement? Is this a trend?

ELA Lowest 25th Percentile. Yes.

Describe the actions or changes that led to the improvement in this area

The school instituted a number of pull outs and interventions for the lowest 25th percentile in ELA. This could occur in the classroom or with an additional teacher. These groups targeted specific areas of deficiency in the students.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	53%	59%	56%	51%	57%	55%
ELA Learning Gains	51%	54%	55%	38%	56%	57%
ELA Lowest 25th Percentile	55%	46%	48%	35%	50%	52%
Math Achievement	54%	63%	62%	52%	61%	61%
Math Learning Gains	48%	54%	59%	51%	57%	61%
Math Lowest 25th Percentile	40%	41%	47%	40%	45%	51%
Science Achievement	31%	55%	55%	46%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (6)	7 (8)	2 (10)	10 (10)	10 (3)	15 (0)	61 (37)
One or more suspensions	1 (0)	0 (1)	2 (0)	0 (0)	1 (0)	3 (2)	7 (3)
Course failure in ELA or Math	3 (7)	1 (7)	8 (9)	1 (6)	4 (11)	9 (12)	26 (52)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (11)	10 (17)	11 (14)	27 (42)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	66%	61%	5%	57%	9%
	2017	70%	63%	7%	58%	12%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	55%	59%	-4%	56%	-1%
	2017	39%	56%	-17%	56%	-17%
Same Grade Comparison		16%				
Cohort Comparison		-15%				
05	2018	44%	55%	-11%	55%	-11%
	2017	46%	53%	-7%	53%	-7%
Same Grade Comparison		-2%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	65%	-6%	62%	-3%
	2017	55%	66%	-11%	62%	-7%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	59%	60%	-1%	62%	-3%
	2017	48%	61%	-13%	64%	-16%
Same Grade Comparison		11%				
Cohort Comparison		4%				
05	2018	42%	58%	-16%	61%	-19%
	2017	54%	54%	0%	57%	-3%
Same Grade Comparison		-12%				
Cohort Comparison		-6%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	55	51	53	55	49	39	29				
SWD	19	35	43	26	32	25	8				
FRL	52	50	53	52	52	39	33				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	56	42	39	54	53	37	48				
HSP	23	10		31	30						
SWD	32	32	38	25	36	31					
FRL	45	42	40	43	47	40	35				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Science Across All Grades
Rationale	Our Science scores have trended down the last 3 years. Our percentiles are very low. Altoona School science scores have dropped from 46% to 31%, while the district and state have both gains.
Intended Outcome	To raise the level of our Science scores to the district average.
Point Person	Dawn Cerney (cerneyd@altoonaschool.org)
Action Step	
Description	The school has purchased additional science curriculum The school will engage in science and STEM activities to promote a love of science.
Person Responsible	Walter Schmidt (schmidtw@altoonaschool.org)
Plan to Monitor Effectiveness	
Description	The school will administer science benchmark evaluations.
Person Responsible	Walter Schmidt (schmidtw@altoonaschool.org)
Activity #2	
Title	Math Learning Gains
Rationale	Math performance has trended down for the last 3 years. Math Learning gains have fallen from 51% to 48%.
Intended Outcome	To increase the school's overall math achievement and math learning gains. Altoona School will aim to increase learning gains using the action steps below to 51%.
Point Person	Dawn Cerney (cerneyd@altoonaschool.org)
Action Step	
Description	Small group pull outs based upon similar areas of weakness. Focused math parent nights.
Person Responsible	Walter Schmidt (schmidtw@altoonaschool.org)
Plan to Monitor Effectiveness	
Description	Benchmark testing and computer programs aimed at evaluating student achievement.
Person Responsible	Walter Schmidt (schmidtw@altoonaschool.org)

Activity #3

Title School Culture

Rationale Altoona School will promote a school culture that will adhere to the mission statement of the school. Additionally, the school will focus on opening our students to methods of solving issues by understanding the viewpoints of others.

Intended Outcome The goal is to provide the safest school environment, both physical and emotional, possible to allow the students to achieve their highest potential of learning.

Point Person Walter Schmidt (schmidtw@altoonaschool.org)

Action Step

Description The school will be brining in speakers from the community. Additionally, the school has developed a common language.

Person Responsible [no one identified]

Plan to Monitor Effectiveness

Description Monitoring will occur by both teachers and administration. The effectiveness of the area of focus will be seen in the overall behavior of students and discipline records.

Person Responsible Walter Schmidt (schmidtw@altoonaschool.org)

Activity #4

Title Literacy

Rationale The school needs to increase the overall literacy rate of our grades:

Intended Outcome To have 60% of our students reading on grade level.

Point Person Walter Schmidt (schmidtw@altoonaschool.org)

Action Step

Description School will use additional support resources. Targeted approach to needs.

Person Responsible [no one identified]

Plan to Monitor Effectiveness

Description Classroom and diagnostic test performance.

Person Responsible [no one identified]

Activity #5

Title Intervention

Rationale Reading areas of focus chosen for this year are based on Star Early Lit and Star Reading Scores, along with FSA scored.
 Our main areas of focus are decoding and fluency for K-2 and our lower quartile of 3rd-5th, Text-Based writing for 2nd-5th.
 Our main areas of focus for Math are Numbers and Fractions for 1st-5th, and Measurement for 3rd-5th.

Intended Outcome Our intended outcome is to show growth in each of these areas at the student, grade and school levels.

Point Person Jami Thompson (thompsonj@altoonaschool.org)

Action Step

Description Reading
 Decoding fluency skills for our K-2 students and our lower quartile for 3-5: Decoding and Fluency skills directly impact our reading comprehension and writing skills. Spelling is impacted as well.
 Craft and structure for 2-5: The school did not score well in this area on the FSA ELA, and new materials are being implemented this year to focus on these skills.
 Text Based Writing for 2-5:Based on teacher data scoring using FSA sample rubric, we feel that our students are doing well planning and structuring their writing/essays. Our students are struggling to pull the correct information from the texts to support their idea.
 Math
 Number and Fractions: The school will focus intervention 1-5 in this area, as we want to build strong number sense and solid understanding of numbers and fractions in our younger students so that they move to each grade level, they are able to build on a strong foundation.
 Measurement 3-5: Additional resources have been added to this area.
 Science: Whole school initiative.

Person Responsible Jami Thompson (thompsonj@altoonaschool.org)

Plan to Monitor Effectiveness

Description We will monitor each of these areas by pulling growth reports from STAR each quarter, teacher input and data tracking that is discussed at grade level meetings with ESE and RTI personnel.

Person Responsible Walter Schmidt (schmidtw@altoonaschool.org)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Altoona School strives for the most parental involvement as possible. This is facilitated through flexible scheduling, parent contacts and the like.

The school invites local community members, such as the Altoona Kids and Altoona Bluegrass Jam Session to our events that may feature parent involvement.

There is an annual meeting and several other parental involvement targets.

Parents are involved with the RTI, IEP, 504 and MTSS process of their children, as defined by district protocols.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Altoona School has contracted services with Lake County School Board Student Services Department regarding social worker and school psychologist. Additionally, Altoona School works with local counseling providers to get those students in need of counseling the services they require.

Tier One curriculum will be provided for social emotional learning.

Additionally, Altoona School will be part of Lake County Schools student services lead mental health plan.

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

Kindergarten Round-Up every April opens the school to prospective parents and students. K-Day the week before school starts allows the students to become acclimated to their classroom and the daily protocols. In addition, incoming kindergarten students are given a screening. This allows teachers to have some information on where their students stands when he/she enters elementary school.

Significant parental communication.

Open House in September.

Grade levels meet with those grades below and above to communicate needs or concerns.

Outgoing fifth grade students participate in the middle school visitation programs. Additionally, the middle school sends counselors to speak to the students in regard to 6th grade preparation.

Articulation meetings for students with disabilities.

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

School leadership ensures that the personnel is sufficient in number and qualifications to meet the needs of the students. This includes adhering to state requirements for teachers and teachers' aides (para-professionals).

In the past, the school has received Title I funding. The school did not qualify for the 2016-2017 school year.

Testing, evaluation of that testing, analysis, observation, continual monitoring of student progress and FSA, EOC's, Star Reading and Math, and benchmark testing results are all used to monitor students for MTSS and SIP purposes. As needs are presented, this influences funding and staffing. Example: Our RTI needs increased, therefore we hired a full time RTI teacher to facilitate more thorough RTI implementation. This was an increase of both personnel and funding towards a MTSS and SIP need.

Title X Homeless does not directly fund the school. However, we can refer people to the Homeless Liaison.

A Title I District Migrant Services advocate is available.

Grade levels meet at a minimum weekly to plan and discuss strategies. Administration, ESE, MTSS attend that meeting at least twice a month.

Title I provides resources in the form of additional teachers, technology, Family Resource Center, Family School Liaison and learning games. These resources have been provided by the Title I funds and resource sources that come with Title I.

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

The school invites local business and continuing education professionals. Strategies include having local groups of professionals, such as Kiwanis and Chamber of Commerce, to come to the school and be involved in student college and career awareness. Additionally, field trips include STEM applications.

Part V: Budget

Total:	\$5,500.00
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