

Allamanda Elementary School



2014-15 School Improvement Plan

Allamanda Elementary School

10300 ALLAMANDA DR, Palm Beach Gardens, FL 33410

www.edline.net/pages/allamanda_elementary_school

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
62%

Alternative/ESE Center
No

Charter School
No

Minority
57%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Allamanda Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential to foster the knowledge, skills, and ethics required for productive careers, responsible citizenship and healthy lifestyles.

Provide the school's vision statement

Allamanda, as part of the School District of Palm Beach County, envision a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

Allamanda has in place a well established arrival and dismissal procedure. It's communicated through newsletters, call-outs, and family events. Visitors on campus are screened through the main office, our one point entry, before being allowed on campus. All volunteers are cleared through the VIPs district system before interacting with students.

Allamanda has a Crisis Response plan that is shared with all staff members. The importance of this plan is clarified through staff development and practice.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

To maximize academic time on task, Allamanda has a multi-tiered behavior plan in place. Allamanda's School-wide Positive Behavior Plan (SwPBS) is a proven, research and evidence-based discipline program that emphasizes school-wide systems of supports. SwPBS emphasizes teaching students to behave in ways that contribute to academic achievement and school success, that supports a safe school environment where students and school staff are responsible and respectful. SwPBS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, and reinforcing those behaviors and by treating minor misbehaviors as "teaching moments".

Allamanda has numerous SwPBS strategies in place such as:

Allamanda's Universal Guidelines:

The Allamanda Attitude will promote and maintain safe, respectful learners.

1. We listen to each other.
2. We use caring, respectful language.
3. We use helping hands.
4. We take responsibility for what we say and do.

Students are rewarded for positive behavior through the Bee of the Week program. They are recognized school-wide.

In addition, Allamanda has a school-wide Book of the Month which focuses on character education traits. These are shared not only school-wide but with our community as well.

Twice yearly students meet in class meetings where expectations are shared with them. We also hold parent informational sessions where the expectations are shared with them.

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

As a Health & Wellness Choice school, Allamanda places great emphasis on educating the whole child. All staff development will include an agenda item on this topic. Children participate in the Health & Wellness class on the fine arts wheel. We employ two physical education teachers and focus all available funding towards after school clubs involving fitness and nutrition. Allamanda also sponsors an annual Health Fair and Field Day.

All teachers attend regular LTM meetings. School based team issues are discussed, including issues of attendance, tardies, behavior and academic achievement. Various interventions follow such as parent conferences, tutoring, mentoring, and RtI referrals. Allamanda also has a large population of students with Autism and a very active child study team.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Allamanda is an elementary K-5 school.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	9	17	10	18	16	90
One or more suspensions	1	0	2	3	1	7	14
Course failure in ELA or Math	25	18	40	27	25	25	160
Level 1 on statewide assessment	0	0	0	15	11	24	50

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	
Students exhibiting two or more indicators	8	2	7	14	13	23	67

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

All concerns are brought to the attention of the parents through conferences. School based team meets and develops a plan of action on an individual basis.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190489>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

As a Health & Wellness Choice school, Allamanda focuses on partnerships to enhance that program but also embraces all aspects of our community. The following are partnerships for FY15: Whole Foods, Seasons 52, McDonald's, Healthy Food Trucks, Dr. Ben Carson Foundation, Home Depot, Berry Fresh, Millrose Foundation, to name a few.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
South, Pam	Teacher, K-12
Sterling, Melissa	Teacher, K-12
Pate, Jessica	Teacher, K-12
Clark, Stephanie	Teacher, K-12
Warshaw, Lauren	Teacher, K-12
McComas, Jennifer	Teacher, K-12
Gross, Helen	Teacher, ESE
Black, Christine	Teacher, ESE
Feinsinger, Deborah	Teacher, ESE
Garcia, Marilu	Principal
Dickerson, David	Assistant Principal

Duties

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

Lead teachers are attending district planning meetings, analyzing data and preparing lessons to differentiate instruction to meet student needs. This information will be shared and discussed with their teams.

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

Teachers meet with administration in biweekly learning team meetings. Data analysis, primarily based on individual student achievement, is a focus. Our school based team is another resource for teachers needing support with student issues.

Title I funds will support student achievement through staff development and materials, particularly in the implementation of Reader's Workshop, Florida Core Standards, and math initiatives. Tutoring will also be available through SAI and Title I funding during school and after school. A parent Liaison will be used to increase parent involvement. The District provided SAI teacher will remediate students during the school day.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS Programs.

Title II- Curriculum support- professional development

SIP Training and support

Marzano Training and online support

Literacy Cohort Trainings

Reading Intervention/LLI

Title III- Migrant Contact

Title X- Homeless Contact

Free breakfast for all students

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Marilu Garcia	Principal
Jessica Pate	Teacher
Jennifer Singler	Teacher
Cecilia Carrion	Education Support Employee
Melissa Vonderhaar	Teacher
Benita Williams	Parent
Robert Robertson	Business/Community
Paula Triana	Parent
Michael Davidson	Parent
Florise Chery-Magloire	Education Support Employee
Yasmin Lemus	Parent
Rose Miranda	Teacher
Warren Williams	Parent
Maryann Nutaitis	Parent
Daniel DeZwarte	Parent
Kim Kurtz	Business/Community
Juan Atkins	Parent
Teresa Atkins	Parent
Wayne Anderson	Business/Community
Lucia Gatta	Parent
Katie Abrams	Parent
Gia Sweeney	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Our initial meeting in August focuses on data analysis from FY14. Feedback is requested and recommendations are made. Strategies are discussed for FY15.

Development of this school improvement plan

Teachers are involved in year long committees per subject area: reading/writing, math, science, parent involvement and climate. A liaison reports to SAC on a monthly basis. SAC asks questions and gives input monthly. At the close of the school year, SAC divides into groups with committee liaisons, progress is noted and plans are discussed for the next year. They approve the final draft.

Preparation of the school's annual budget and plan

The budget is presented at the first meeting of the school year and updated monthly. Request for funding is presented as the need arises.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

As the funds were not made available until May, 2014, the projects will be funded for the upcoming school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Garcia, Marilu	Principal
Sterling, Melissa	Teacher, K-12
Millar, Danielle	Teacher, ESE
Robins, Bethany	Teacher, K-12
Warshaw, Lauren	Teacher, K-12
Meumann, Susan	Teacher, K-12
Sunshine, Stephanie	Instructional Media
Sanchez, Lizamary	Teacher, ESE
Stockman, Rebecca	Teacher, ESE
Blum, Susan	Teacher, K-12
Stoupas, Andrew	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This team will continue to monitor the progress of implementation of the district literacy initiative as well as our continuing progress with Reader's Workshop. Identification of needs, as far as professional development, planning and materials will start with this committee.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships among teachers is participation in learning team meetings. Also, teachers are provided with common planning and time during all professional development days. As a Health & Wellness school, teachers participate in various team building activities and stress management techniques.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Staff is involved in all aspects of hiring. This creates a supportive atmosphere. With 17 units of students with autism, it is essential to attract and hire teachers with prior experience in the field, if possible.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We begin the year with a new teacher orientation. Grade chairs serve as mentors. We have one new teacher this year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Allamanda participates in all district and area trainings including the following: reading cohort, math cadres, area Science planning, and all other ESE related trainings. Many of these are using the train the trainer model. Teachers come back and share with the appropriate team members. Teachers have access to numerous resources such as Learning Village and other appropriate materials on the state website.

All initiatives, strategies and instruction are monitored by administrators through walkthroughs and with formal and informal observations. Teachers are provided feedback on a regular basis.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Differentiated instruction begins at our regular learning team meetings. Teachers meet to analyze data and discuss the needs of students with each other and our intervention strategists. Some of the initial services provided are SAI, ELL, VE and Gifted. When these initial interventions prove not to be adequate, students are referred to the SBT that consists of the school psychologist, ESE contact, VE teachers, ELL contact, SAI teacher, administrators and various classroom teachers. After analyzing data, recommendations are made which may include the continuation of the RtI process.

All teachers are trained in the RtI process. A system of monitoring was put into place and follow-up meetings are held.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 12,000

Our goal is two-fold: provide student interventions (tutoring, remediation and enrichment through book clubs) while still promoting a healthy life style through extracurricular clubs, elective classes (fine arts) and structured recess.

Strategy Rationale

The needs of the students are diverse and varied. A multi-tiered approach allows us to meet various needs to increase student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garcia, Marilu, marilu.garcia@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

All interventions are recorded, revisited on a student-by-student basis periodically and matched to student gains analysis using RRR and test results.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

As a Health & Wellness Choice school, Allamanda follows a student recruitment procedure as outlined by the district. We have over 40 students transitioning this school year. In the Spring, a Kindergarten round-up is held for all new incoming kindergarteners and their families. Allamanda offers tours of our program in the spring before registration and K round up time. Kindergarten utilizes a staggered start. Pertinent information is distributed and key staff members are introduced to provide as much support as possible.

We have two Pre-K classes for students with autism to our campus. The teachers will be part of the ASD team to provide a continuity of services.

Families have numerous opportunities to visit the school. Parents will receive necessary information as well as training on how they can best assist their child.

College and Career Readiness

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Allamanda will increase the numbers of students in grades 4 and 5 making learning gains in math to 66%.
- G2.** Allamanda Elementary will increase the numbers of students in grades 4 and 5 making learning gains in reading to 80%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Allamanda will increase the numbers of students in grades 4 and 5 making learning gains in math to 66%. 1a

G044680

Targets Supported 1b

Indicator	Annual Target
Math Gains	80.0

Resources Available to Support the Goal 2

- Veteran teachers that are knowledgeable in the field of mathematics.
- Availability of interventions, including tutoring.
- Targeted district and area training
- Health and wellness choice school
- Gifted resource teacher

Targeted Barriers to Achieving the Goal 3

- Changing content and curriculum
- Limited class time to differentiate and remediate

Plan to Monitor Progress Toward G1. 8

Informal classroom assessments, unit tests, and diagnostic results

Person Responsible

Marilu Garcia

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

EDW and Performance Matters reports

G2. Allamanda Elementary will increase the numbers of students in grades 4 and 5 making learning gains in reading to 80%. 1a

G044157

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0

Resources Available to Support the Goal 2

- Balanced literacy and Reader's/Writer's Workshop trained teachers
- Biweekly Learning Team Meetings
- Intervention specialists: SAI, VE, and ELL.
- New and most up to date curriculum (classroom libraries, resources rooms, kits)
- New health and wellness campus
- Tutoring and mentoring programs
- Addition of a gifted teacher
- Resource teacher (.5) for professional development, data analysis, RtI and remediation.
- A .5 resource teacher will assist to facilitate differentiation and inclusion in reading.

Targeted Barriers to Achieving the Goal 3

- Large population of special needs students, requiring much differentiation.
- Various levels of teacher training and implementation
- Time management: planning, observations, collaboration
- Large percentage of working parent with limited time

Plan to Monitor Progress Toward G2. 8

Teacher data chats

Person Responsible

Marilu Garcia

Schedule

Monthly, from 8/28/2014 to 6/5/2015

Evidence of Completion

FSA data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.


Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy


1 = Problem Solving Step  S123456 = Quick Key

G1. Allamanda will increase the numbers of students in grades 4 and 5 making learning gains in math to 66%.

1

 G044680

G1.B1 Changing content and curriculum **2**

 B110106

G1.B1.S1 Assign teachers to attend all district and area trainings. **4**

 S121595

Strategy Rationale

Use of the train the trainer model

Action Step 1 **5**

Teachers will attend all district and area math trainings.

Person Responsible

Marilu Garcia

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Learning team minutes documenting shared knowledge.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Lead teachers will follow up with in house staff trainings.

Person Responsible

Jennifer McComas

Schedule

Monthly, from 9/18/2014 to 5/25/2015

Evidence of Completion

Monitoring math common planning sessions and learning team meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review diagnostic reports

Person Responsible

Marilu Garcia

Schedule

Every 2 Months, from 10/6/2014 to 12/1/2014

Evidence of Completion

Learning team meeting agendas

G1.B3 Limited class time to differentiate and remediate 2

B110109

G1.B3.S1 Provide interventions and tutoring for struggling students 4

S121606

Strategy Rationale

Some student needs will be better met through increased time or smaller student settings.

Action Step 1 5

Intervention strategies will be provided: small group instruction and tutoring

Person Responsible

Jennifer McComas

Schedule

Weekly, from 10/6/2014 to 5/1/2015

Evidence of Completion

Logs and time sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators will observe intervention groups and monitor input into EDW

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teacher schedules and classroom walkthroughs, data printouts

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data analysis and discussion at learning team meetings.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data will include unit tests, teacher observation, and diagnostics.

G1.B3.S2 Use technology and outside resources to differentiate instruction 4

 S121621

Strategy Rationale

Student needs can be met on an individualized basis.

Action Step 1 5

Math teachers will use technology for practice and assessment: TenMarks, Go Math, Performance Matter and district developed tracking graphs.

Person Responsible

Jennifer McComas

Schedule

Daily, from 9/2/2014 to 6/5/2015

Evidence of Completion

Data print-outs

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrative walkthroughs

Person Responsible

David Dickerson

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans, Performance Matters reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Learning team meetings for discussion and data analysis

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 9/1/2014 to 9/1/2014

Evidence of Completion

Printouts of available reports, class data charts developed by teachers

G1.B3.S3 Increase parent involvement through math trainings specific to the needs of their child. 4

S121670

Strategy Rationale

Involved parents increase student achievement

Action Step 1 5

Our parent liaison will arrange activities to involve parents in their child's math education.

Person Responsible

Helen Gross

Schedule

Evidence of Completion

Fliers and agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Teacher discussion at learning team meetings

Person Responsible

Jennifer McComas

Schedule

Monthly, from 11/17/2014 to 5/29/2015

Evidence of Completion

Computer data printouts of activities completed at home.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Review usage of at home programs

Person Responsible

Jennifer McComas

Schedule

Biweekly, from 11/17/2014 to 5/29/2015

Evidence of Completion

Computer reports of student achievement

G2. Allamanda Elementary will increase the numbers of students in grades 4 and 5 making learning gains in reading to 80%. 1

G044157

G2.B1 Large population of special needs students, requiring much differentiation. 2

B108482

G2.B1.S1 Continue to include all teachers, as well as SLPs, in the training and implementation of all district reading initiatives: readers workshop, RRR, and LLI. 4

S119900

Strategy Rationale

All teachers will be able to provide students with differentiated instruction to meet a variety of needs.

Action Step 1 5

Coordinate trainings for all reading staff, including cohort lead teachers, team wide professional development, and district trainings.

Person Responsible

Marilu Garcia

Schedule

Weekly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Teacher TDE

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Implementation of initiatives in all reading classes.

Person Responsible

Marilu Garcia

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Increased student achievement for all students.

Person Responsible

Marilu Garcia


Schedule

Weekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Review of data: RRR and diagnostic scores

G2.B1.S4 Provide inclusive settings for students with autism as soon as appropriate and feasible. 4

 S121536

Strategy Rationale

Students with autism must have access to resources and instruction that is available to their peers.

Action Step 1 5

Child study team will review files of all students and discuss least restrictive environment.

Person Responsible

Helen Gross

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

All evidence of inclusion will be available in student IEPs.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Review and up date at weekly leadership team meeting

Person Responsible

Helen Gross

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Student schedules, data board.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Discussion and data analysis at scheduled child study team meeting

Person Responsible

Helen Gross


Schedule

Semiannually, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teacher evidence as per IEP

G2.B1.S5 Continue to provide additional resources for struggling students: SAI, VE, ELL, and before/after school tutoring. 4

 S121590

Strategy Rationale

Needs of each student are addressed on a case by case basis and interventions assigned, differentiating instruction.

Action Step 1 5

Provide intervention services to struggling students

Person Responsible

Marilu Garcia

Schedule

Daily, from 9/2/2014 to 6/5/2015

Evidence of Completion

Intervention teacher schedules and case load

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Classroom walkthroughs and collaboration at learning team meetings

Person Responsible

David Dickerson

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Data analysis at LTM: RRR, teacher observation, diagnostics, LLI data

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Team discussions, formal (SBT, LTM) and informal, analyzing data and student achievement

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 9/2/2014 to 5/29/2015


Evidence of Completion

Pull data from EDW and Performance Matters, as well as informal teacher data charts, showing student progress.

G2.B2 Various levels of teacher training and implementation **2**

 B108483

G2.B2.S2 Schedule time for teacher planning, collaboration and peer observation. **4**

 S119905

Strategy Rationale

Train the trainer model is an effective way to share new curriculum, saving time and money.

Action Step 1 **5**

Increase training for new teachers

Person Responsible

Marilu Garcia

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Calendar

Plan to Monitor Fidelity of Implementation of G2.B2.S2 **6**

Successful implementation of new curriculum

Person Responsible

Marilu Garcia

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Teacher collaboration

Person Responsible

Marilu Garcia


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom follow up through observations

G2.B2.S3 .5 resource staff developer 4

 S131321

Strategy Rationale

Teachers need PD in remediation strategies and RtI procedures through SBT

Action Step 1 5

.5 resource staff developer

Person Responsible

Marilu Garcia

Schedule

Daily, from 10/1/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Discuss staff development at learning team meetings and observe follow up implementation

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Agendas of staff development, observation in classrooms.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Data analysis at teacher data chats and learning team meetings.

Person Responsible

Marilu Garcia


Schedule

Biweekly, from 10/6/2014 to 5/29/2015


Evidence of Completion

Diagnostic and FSA results.

G2.B3 Time management: planning, observations, collaboration 2

 B108484

G2.B3.S1 Dedicate PD time to teacher team planning. 4

 S119906

Strategy Rationale

LTMs are a researched based strategy to increase student achievement.

Action Step 1 5

Increase all teacher plan time.

Person Responsible

Marilu Garcia

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teacher data chats

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher sign-in, agendas

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Increase in student achievement

Person Responsible

Marilu Garcia

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student data: RRR, Diagnostics

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Coordinate trainings for all reading staff, including cohort lead teachers, team wide professional development, and district trainings.	Garcia, Marilu	8/12/2014	Teacher TDE	6/30/2015 weekly
G2.B2.S2.A1	Increase training for new teachers	Garcia, Marilu	8/18/2014	Calendar	6/5/2015 monthly
G2.B3.S1.A1	Increase all teacher plan time.	Garcia, Marilu	8/18/2014	Agendas	6/5/2015 monthly
G2.B1.S4.A1	Child study team will review files of all students and discuss least restrictive environment.	Gross, Helen	8/18/2014	All evidence of inclusion will be available in student IEPs.	6/5/2015 monthly
G2.B1.S5.A1	Provide intervention services to struggling students	Garcia, Marilu	9/2/2014	Intervention teacher schedules and case load	6/5/2015 daily
G1.B1.S1.A1	Teachers will attend all district and area math trainings.	Garcia, Marilu	8/12/2014	Learning team minutes documenting shared knowledge.	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Intervention strategies will be provided: small group instruction and tutoring	McComas, Jennifer	10/6/2014	Logs and time sheets	5/1/2015 weekly
G1.B3.S2.A1	Math teachers will use technology for practice and assessment: TenMarks, Go Math, Performance Matter and district developed tracking graphs.	McComas, Jennifer	9/2/2014	Data print-outs	6/5/2015 daily
G1.B3.S3.A1	Our parent liaison will arrange activities to involve parents in their child's math education.	Gross, Helen	11/12/2014	Fliers and agendas	one-time
G2.B2.S3.A1	.5 resource staff developer	Garcia, Marilu	10/1/2014		6/5/2015 daily
G1.MA1	Informal classroom assessments, unit tests, and diagnostic results	Garcia, Marilu	9/2/2014	EDW and Performance Matters reports	5/29/2015 weekly
G1.B1.S1.MA1	Review diagnostic reports	Garcia, Marilu	10/6/2014	Learning team meeting agendas	12/1/2014 every-2-months
G1.B1.S1.MA1	Lead teachers will follow up with in house staff trainings.	McComas, Jennifer	9/18/2014	Monitoring math common planning sessions and learning team meetings	5/25/2015 monthly
G1.B3.S1.MA1	Data analysis and discussion at learning team meetings.	Garcia, Marilu	9/1/2014	Data will include unit tests, teacher observation, and diagnostics.	5/29/2015 biweekly
G1.B3.S1.MA1	Administrators will observe intervention groups and monitor input into EDW	Garcia, Marilu	9/2/2014	Teacher schedules and classroom walkthroughs, data printouts	5/29/2015 biweekly
G1.B3.S2.MA1	Learning team meetings for discussion and data analysis	Garcia, Marilu	9/1/2014	Printouts of available reports, class data charts developed by teachers	9/1/2014 biweekly
G1.B3.S2.MA1	Administrative walkthroughs	Dickerson, David	9/1/2014	Teacher lesson plans, Performance Matters reports	5/29/2015 weekly
G1.B3.S3.MA1	Review usage of at home programs	McComas, Jennifer	11/17/2014	Computer reports of student achievement	5/29/2015 biweekly
G1.B3.S3.MA1	Teacher discussion at learning team meetings	McComas, Jennifer	11/17/2014	Computer data printouts of activities completed at home.	5/29/2015 monthly
G2.MA1	Teacher data chats	Garcia, Marilu	8/28/2014	FSA data	6/5/2015 monthly
G2.B1.S1.MA1	Increased student achievement for all students.	Garcia, Marilu	10/1/2014	Review of data: RRR and diagnostic scores	5/29/2015 weekly
G2.B1.S1.MA1	Implementation of initiatives in all reading classes.	Garcia, Marilu	8/18/2014	Classroom walkthroughs	6/5/2015 daily
G2.B3.S1.MA1	Increase in student achievement	Garcia, Marilu	8/18/2014	Student data: RRR, Diagnostics	6/5/2015 monthly
G2.B3.S1.MA1	Teacher data chats	Garcia, Marilu	8/18/2014	Teacher sign-in, agendas	6/5/2015 biweekly
G2.B2.S2.MA1	Teacher collaboration	Garcia, Marilu	8/18/2014	Classroom follow up through observations	6/5/2015 weekly
G2.B2.S2.MA1	Successful implementation of new curriculum	Garcia, Marilu	8/18/2014	Classroom walkthroughs	6/5/2015 weekly
G2.B2.S3.MA1	Data analysis at teacher data chats and learning team meetings.	Garcia, Marilu	10/6/2014	Diagnostic and FSA results.	5/29/2015 biweekly
G2.B2.S3.MA1	Discuss staff development at learning team meetings and observe follow up implementation	Garcia, Marilu	10/1/2014	Agendas of staff development, observation in classrooms.	5/29/2015 biweekly
G2.B1.S4.MA1	Discussion and data analysis at scheduled child study team meeting	Gross, Helen	9/2/2014	Teacher evidence as per IEP	5/29/2015 semiannually
G2.B1.S4.MA1	Review and up date at weekly leadership team meeting	Gross, Helen	9/2/2014	Student schedules, data board.	5/29/2015 weekly
G2.B1.S5.MA1	Team discussions, formal (SBT, LTM) and informal, analyzing data and student achievement	Garcia, Marilu	9/2/2014	Pull data from EDW and Performance Matters, as well as informal teacher data charts, showing student progress.	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S5.MA1	Classroom walkthroughs and collaboration at learning team meetings	Dickerson, David	9/2/2014	Data analysis at LTM: RRR, teacher observation, diagnostics, LLI data	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Allamanda will increase the numbers of students in grades 4 and 5 making learning gains in math to 66%.

G1.B1 Changing content and curriculum

G1.B1.S1 Assign teachers to attend all district and area trainings.

PD Opportunity 1

Teachers will attend all district and area math trainings.

Facilitator

District, area, in house

Participants

Lead teachers in math

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G1.B3 Limited class time to differentiate and remediate

G1.B3.S2 Use technology and outside resources to differentiate instruction

PD Opportunity 1

Math teachers will use technology for practice and assessment: TenMarks, Go Math, Performance Matter and district developed tracking graphs.

Facilitator

Media specialist and math team leaders

Participants

All math teachers

Schedule

Daily, from 9/2/2014 to 6/5/2015

G2. Allamanda Elementary will increase the numbers of students in grades 4 and 5 making learning gains in reading to 80%.

G2.B1 Large population of special needs students, requiring much differentiation.

G2.B1.S1 Continue to include all teachers, as well as SLPs, in the training and implementation of all district reading initiatives: readers workshop, RRR, and LLI.

PD Opportunity 1

Coordinate trainings for all reading staff, including cohort lead teachers, team wide professional development, and district trainings.

Facilitator

Area, district and in house

Participants

All assigned reading teachers and SLPs

Schedule

Weekly, from 8/12/2014 to 6/30/2015

G2.B2 Various levels of teacher training and implementation

G2.B2.S2 Schedule time for teacher planning, collaboration and peer observation.

PD Opportunity 1

Increase training for new teachers

Facilitator

Staff Developer/Team leader/District trainers

Participants

New reading teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G2.B2.S3 .5 resource staff developer

PD Opportunity 1

.5 resource staff developer

Facilitator

Elizabeth Harbur

Participants

Teachers K-5 & ASD

Schedule

Daily, from 10/1/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Allamanda will increase the numbers of students in grades 4 and 5 making learning gains in math to 66%.	12,207
Goal 2: Allamanda Elementary will increase the numbers of students in grades 4 and 5 making learning gains in reading to 80%.	88,022
Grand Total	100,229

Goal 1: Allamanda will increase the numbers of students in grades 4 and 5 making learning gains in math to 66%.

Description	Source	Total
B3.S1.A1 - Tutoring (salary/benefits)	Title I Part A	8,165
B3.S3.A1 - Parent Liaison (salary/benefits)	Title I Part A	3,142
B3.S3.A1 - Supplies: paper, ink, books, refreshments, K round-up, make/take supplies, etc.	Title I Part A	900
Total Goal 1		12,207

Goal 2: Allamanda Elementary will increase the numbers of students in grades 4 and 5 making learning gains in reading to 80%.

Description	Source	Total
B1.S5.A1 - .5 resource teacher (salary/benefits)	Title I Part A	32,940
B1.S5.A1 - 10 sub days (salary/benefits)	Title I Part A	1,000
B1.S5.A1 - Supplies: Classroom libraries, paper, ink, chart paper, binders, highlighters, pens, pencils, notebooks, LLI ancillary supplies, etc.	Title I Part A	13,311
B2.S2.A1 - Teacher collaboration (salary/benefits)	Title I Part A	7,031
B2.S3.A1 - .5 staff developer (salary/benefits)	Title I Part A	32,940
B2.S3.A1 - Supplies: chart papers, ink, paper, highlighters, post its, PD resource books, etc.	Title I Part A	800
Total Goal 2		88,022