

The School District of Palm Beach County

Allamanda Elementary School



2015-16 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	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	59%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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, envisions a dynamic collaborative multicultural community where education, healthy choices, and lifelong learning are valued, supporting all learners to 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

All are recognized school-wide through morning announcements, assemblies and special events. We use lesson plans for the History of Holocaust and Africans and African Americans as provided by the district. Numerous materials, such as library books, are made available to the classroom teacher, integrating it into their reading classes as well as through social studies.

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

Allamanda has in place well established arrival and dismissal procedures. 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 RAPTOR district system before interacting with students.

Allamanda has a Crisis Response plan that is shared with all staff members. After a preschool meeting with School Board Police specialists, all teachers participated in a district presented staff development.

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. All available funding goes 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 concerns with attendance, tardies, behavior and academic achievement. Various interventions follow such as parent conferences, tutoring, mentoring, and Rtl 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 RtI specialist and administration at regular Learning Team Meetings (LTM). Follow up may be as simple as a one step intervention, such as a parent conference. More substantial interventions will take the form of a School Based Team referral. The School Based Team will then meet and develop a plan of action based on the need of the student that could include during school or after school tutorial, resource teachers working with targeted students, etc.

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 FY16: Action for Healthy Kids, Alliance for a Healthier Generation, Blend Bistro, Whole Foods, Seasons 52, McDonald's, 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:

Name	Title
Stadtlander, Lauren	Teacher, K-12
Clark, Stephanie	Teacher, K-12
Warshaw, Lauren	Teacher, K-12
Gross, Helen	Teacher, ESE
Black, Christine	Teacher, ESE
Feinsinger, Deborah	Teacher, ESE
Garcia, Marilu	Principal
Dickerson, David	Assistant Principal
Warren, Sarah	Teacher, K-12
Millar, Danielle	Teacher, K-12
McComas, Jennifer	Teacher, K-12
Sunshine, Stephanie	Teacher, K-12

Duties

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

Teachers collaborate with administration through the sharing of information from grade level collaborative meetings and LTMs. 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 Balanced Literacy, 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. Two SLD (Specific Learning Disability) teachers work with primary and intermediate students. An ELL (English Language Learner) teacher and both Hispanic and Haitian Creole interpreters work with families and children with emerging language.

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- support for these students is provided through the McKinney Vento program.
Free breakfast for all students

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Marilu Garcia	Principal
Cecilia Carrion	Education Support Employee
Melissa Vonderhaar	Teacher
Robert Robertson	Business/Community
Paula Triana	Parent
Rose Miranda	Teacher
Maryann Nutaitis	Parent
Daniel DeZwarte	Parent
Wayne Anderson	Business/Community
Brandy Brenner	Parent
Claudia Nieves Hanzas	Parent
Helen Gross	Teacher
Otoniel Fontanez	Parent
Teresa Arbito	Parent
Stephanie Sunshine	Teacher
Cecilia Carrion	Education Support Employee
Danielle Millar	Teacher
Jennifer McComas	Teacher
Felicia Phair	Parent
Kim Kurtz	Business/Community
Juan Atkins	Parent
Teresa Atkins	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 will focus on available data from FY15. Committee chairs from Reading, Math, Positive Behavior Support (PBS), Science and Parent Involvement will share progress made toward FY 15 goals and our vision for FY16. Feedback is requested and recommendations are made. This discussion began, in preliminary steps, May of 2015.

Development of this school improvement plan

Teachers are involved in year long committees per subject area: reading/writing, math, science, parent involvement and PBS. 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

\$1400 for PBS- Book of the Month
 \$1100 for STEM related materials
 \$180 to include the parent/student handbook in the Commit 2B Fit student agendas

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:

Name	Title
Garcia, Marilu	Principal
Robins, Bethany	Teacher, K-12
Warshaw, Lauren	Teacher, K-12
Meumann, Susan	Teacher, K-12
Sunshine, Stephanie	Instructional Media
Stockman, Rebecca	Teacher, ESE
Blum, Susan	Teacher, K-12
DeSantis, Lauren	Teacher, ESE
Norley, Jessie	Teacher, K-12
Metrisin, Kelly	Teacher, K-12
TePas, Pat	Teacher, K-12
Wilson, Diane	Teacher, K-12
Loustalot, Diana	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

This team will monitor the progress of implementation of the district literacy initiative as well as our continuing progress with Balanced Literacy. Florida State Assessment data will be analyzed and used to plan interventions and instruction. 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

Allamanda will:

- utilize strategies that encourage a positive working environment
- provide support to teachers in the form of professional development and mentoring programs
- employ multiple strategies to attract and recruit certified-in-field teachers

Allamanda relies on the SDPBC Human Resource department to screen all applicants to ensure they are Highly Qualified prior to the hiring process. Staff is involved in all aspects of hiring. This creates a supportive atmosphere. Generally, openings are few and recommendations are our best source, when available.

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 no new teacher this year, but a few new to our school.

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, 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 Blender 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, Math Resource, 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, Speech teachers, resource

teachers, administrators and various classroom teachers. After analyzing data, recommendations are made which may include the continuation of the RtI process. The needs of advanced students are discussed in LTMs and may be followed through at SBT, including possible testing for gifted. Other avenues for enrichment include, but are not limited to: computer instruction, book clubs, and projects. 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 and remediation) 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 30 students transitioning this school year due to our CHOICE program. In the Spring, a Kindergarten round-up is held for all 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, including kindergarten readiness skills and grade level expectations, 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. The teachers will be part of the ASD team to provide a continuity of services.

Families have numerous opportunities to visit the school. In the beginning of the school year, we have both an Open House and a Curriculum Night. 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = 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 80%.
- 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 80%. **1a**

G069716

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; including new assessment
- Limited class time and resources to differentiate and remediate

Plan to Monitor Progress Toward G1. **8**

Informal classroom assessments, unit tests, diagnostic results and LTM discussions.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

EDW and Performance Matters reports, teacher data.

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

G069717

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0

Resources Available to Support the Goal 2

- Balanced literacy trained teachers
- Biweekly Learning Team Meetings
- Skilled Intervention specialists: SAI, VE, and ELL.
- New and most up to date curriculum (classroom libraries, resources rooms, kits)
- Tutoring and mentoring programs
- Master gifted teacher

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 parents with limited time
- Healthy students make better learners, while only 1 in 3 in the US are physically active each day and 15% reported to get no physical activity at all.

Plan to Monitor Progress Toward G2. 8

Teacher data chats

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

RRR, unit tests, FSA data

Plan to Monitor Progress Toward G2. 8

Individualized student data will be reviewed.

Person Responsible

Marilu Garcia

Schedule

Monthly, from 10/1/2015 to 6/2/2016

Evidence of Completion

Data collected will be iStation reports, district unit assessments.

Plan to Monitor Progress Toward G2. 8

Review parental input and align with instructional practices, determining value and implementation.

Person Responsible

Marilu Garcia

Schedule

Monthly, from 11/2/2015 to 5/18/2016

Evidence of Completion

SAC minutes, master schedule, child study team notes.

Plan to Monitor Progress Toward G2. 8

iObservation data will be used to determine implementation of strategies learned.

Person Responsible

David Dickerson

Schedule

Monthly, from 12/1/2015 to 2/15/2016

Evidence of Completion

iObservation reports, Professional Growth Plans.

Plan to Monitor Progress Toward G2. 8

Data detailing parent, teacher and student responses to diversity, use of first person language, bullying.

Person Responsible

David Dickerson

Schedule

Monthly, from 3/1/2016 to 6/3/2016

Evidence of Completion


Various surveys: Title I, SEQ, ESE.

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 80%.

1

 G069716

G1.B1 Changing content and curriculum; including new assessment **2**

 B181356

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

 S192862

Strategy Rationale

Use of the train the trainer model

Action Step 1 **5**

Teachers will attend all district and area math trainings and share with team.

Person Responsible

Marilu Garcia

Schedule

Monthly, from 8/11/2015 to 5/27/2016

Evidence of Completion

Learning team minutes documenting shared knowledge.

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

Classroom implementation will take place.

Person Responsible

David Dickerson

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Classroom walkthroughs

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

Review diagnostic reports

Person Responsible

Marilu Garcia

Schedule

Monthly, from 1/5/2016 to 1/5/2016

Evidence of Completion

Learning team meeting agendas

G1.B3 Limited class time and resources to differentiate and remediate 2

 B181358

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

 S192865

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 9/28/2015 to 5/6/2016

Evidence of Completion

Logs and time sheets

Action Step 2 5

.5 Math Resource Teacher will provide push-in and pull-out small group instruction.

Person Responsible

Marilu Garcia

Schedule

Daily, from 8/11/2015 to 6/3/2016

Evidence of Completion

Schedule, lesson plans, examples of student work, student data

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

Administrators will observe intervention groups and monitor input into EDW

Person Responsible

David Dickerson

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Class visits, walkthroughs

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 9/1/2015 to 5/27/2016

Evidence of Completion

Data will include unit tests, teacher observation, and diagnostic results.

G1.B3.S2 Use technology and outside resources to differentiate instruction (TenMark, Khan Academy, Go Math, Performance Matters) **4**

 S192866

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 Matters and district developed tracking graphs.

Person Responsible

Jennifer McComas

Schedule

Daily, from 9/14/2015 to 5/27/2016

Evidence of Completion

Data print-outs

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

Administrative walkthroughs

Person Responsible

David Dickerson

Schedule

Monthly, from 9/18/2015 to 5/27/2016

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 9/4/2015 to 5/27/2016

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

 S192867

Strategy Rationale

Involved parents increase student achievement

Action Step 1 5

Parent activities to include both parent education (class content and what they can do at home) and enrichment.

Person Responsible

Helen Gross

Schedule

Semiannually, from 9/9/2015 to 2/29/2016

Evidence of Completion

Fliers and agendas, sign ins

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

Teacher discussion at learning team meetings, math committee meetings, and School Advisory Council (SAC).

Person Responsible

Jennifer McComas

Schedule

Monthly, from 10/5/2015 to 5/27/2016

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

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Computer reports of student achievement

G1.B3.S4 Expand remedial opportunities for math students, during the school day, in particular the lowest 25%. 4

 S192868

Strategy Rationale

Due to funding cutback our position, used for intervention and remediation, was eliminated.

Action Step 1 5

Provide a continuum of math services for ESE students.

Person Responsible

Marilu Garcia

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

Schedule, including students, of .5 math resource.

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Classroom visits and walkthroughs

Person Responsible

David Dickerson

Schedule

Monthly, from 9/8/2015 to 4/29/2016

Evidence of Completion

iObservation data

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

All student progress will be monitored at LTMs as well as child study team meetings, adapting as needed.

Person Responsible

Helen Gross

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Data, formal and informal (diagnostic results, unit tests) will drive IEP decisions.

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

G069717

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

B181360

G2.B1.S1 Continue to include all teachers, as well as SLPs and teachers of students with autism, in the training and implementation of all district reading initiatives: Reader's Workshop, RRR, and LLI. 4

S192870

Strategy Rationale

All teachers will be able to provide students with differentiated instruction to meet a variety of needs, providing the most inclusive setting, maximizing student achievement.

Action Step 1 5

Coordinate trainings for all reading staff, team-wide professional development, and district trainings. Target FAA teachers of students with autism.

Person Responsible

Marilu Garcia

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Teacher TDE

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

Classroom visits and walkthroughs

Person Responsible

David Dickerson

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

iObservation data

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

Sharing data collected at monthly Learning Team Meetings and regularly scheduled IEP/child study team meetings.

Person Responsible

Marilu Garcia

Schedule

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

Evidence of Completion

Review of data: RRR and diagnostic scores, teacher data

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

 S192873

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 supports to provide least restrictive environment.

Person Responsible

Helen Gross

Schedule

Quarterly, from 8/11/2015 to 5/27/2016

Evidence of Completion

All evidence of inclusion will be available in student IEPs.

Action Step 2 5

Solicit families of students with autism to participate in school decision-making groups, gathering input on best practices for inclusion.

Person Responsible

Marilu Garcia

Schedule

Annually, from 9/1/2015 to 10/1/2015

Evidence of Completion

Fliers, sign ups, call outs.

Action Step 3 5

Select Book of the Month focusing on first person language and acceptance of diversity.

Person Responsible

Stephanie Sunshine

Schedule

On 2/29/2016

Evidence of Completion

Viewing of teacher lesson plans, newsletter, SAC agenda.

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

Review and update at weekly leadership team meeting

Person Responsible

Helen Gross

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student schedules, data board.

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

All information will be entered into the district data base, documenting diversity of parent participation.

Person Responsible

Yasmin Balaguer

Schedule

On 10/9/2015

Evidence of Completion

Sign up and log of calls and emails to parents.

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

Classroom walkthroughs will take place, viewing book share.

Person Responsible

David Dickerson

Schedule

On 2/29/2016

Evidence of Completion

Informal teacher feedback and discussion.

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

Discussion and data analysis at scheduled child study team meeting as well as grade level LTM

Person Responsible

Helen Gross

Schedule

Monthly, from 8/11/2015 to 5/27/2016

Evidence of Completion

Teacher evidence as per IEP

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

Inclusive best practices will be discussed at meetings and documented.

Person Responsible

Schedule

Monthly, from 8/26/2015 to 5/18/2016

Evidence of Completion

SAC sign in, agendas and minutes.

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

Discussion of student impact on language and behavior at LTMs.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 2/1/2016 to 2/29/2016

Evidence of Completion

LTM agenda and sign in.

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

 S192874

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 using LLI, iStation, and other teacher prepared materials.

Person Responsible

Marilu Garcia

Schedule

Daily, from 9/4/2015 to 5/27/2016

Evidence of Completion

Intervention teacher schedules and case load

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

Classroom visits and walkthroughs

Person Responsible

David Dickerson

Schedule

Biweekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

iObservation 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 8/24/2015 to 5/27/2016

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**

 B181361

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

 S192876

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 FAA teachers of students with autism

Person Responsible

Marilu Garcia

Schedule

Monthly, from 8/18/2015 to 5/24/2016

Evidence of Completion

Calendar

Action Step 2 **5**

Provide opportunities for teachers to plan collaboratively to increase teacher capacity for relevant and rigorous instruction.

Person Responsible

Marilu Garcia

Schedule

On 6/30/2016

Evidence of Completion

Agendas, sign-ins

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

Successful implementation of new curriculum

Person Responsible

David Dickerson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

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 8/17/2015 to 6/2/2016

Evidence of Completion

Classroom follow up through observations

G2.B2.S3 Engage in deep, meaningful conversations about text to support comprehension in Reader's Workshop classrooms and in turn write about their reading using evidence from the text. 4

 S192877

Strategy Rationale

Provide PD experiences in District literacy initiative, including outside PD consultant.

Action Step 1 5

All reading teachers, grades 3-5, will participate in collaborative planning and staff development with outside experts in the field.

Person Responsible

Marilu Garcia

Schedule

Every 2 Months, from 11/2/2015 to 4/1/2016

Evidence of Completion

Contract, agendas

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

Monitor agendas, lesson plans, sign-in sheets, evidence of implementation, walkthroughs

Person Responsible

David Dickerson

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Evidence of Completion

iObservations, lesson plans

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

Dates will be scheduled, subs secured.

Person Responsible

Yasmin Balaguer

Schedule

Every 2 Months, from 11/2/2015 to 4/1/2016

Evidence of Completion

Teacher unit lesson plans.

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

Monitor agendas, lesson plans, sign-in sheets, evidence of implementation, walkthroughs

Person Responsible

Marilu Garcia

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Student data, lesson plans, iObservation

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

Teacher discussion and student data analysis

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 12/1/2015 to 4/29/2016

Evidence of Completion

Student EDW/PM data, unit assessments

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

 B181362

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

 S192878

Strategy Rationale

LTM's are a researched based strategy to increase student achievement.

Action Step 1 **5**

Increase teacher plan time.

Person Responsible

Marilu Garcia

Schedule

Monthly, from 8/10/2015 to 6/30/2016

Evidence of Completion

Agendas

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

Class visit and walkthroughs

Person Responsible

David Dickerson

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Lesson plans and iObservation

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

Discussion and analysis of data at LTMs, teacher data chats.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student data: RRR, Diagnostic results

G2.B5 Large percentage of working parents with limited time 2

 B181364

G2.B5.S1 Continue to plan and hold monthly family involvement activities after school: health and wellness, academic, and capacity building. 4

 S192881

Strategy Rationale

Involved parents increase academic achievement

Action Step 1 5

Parent Liaison will plan and hold monthly involvement activities.

Person Responsible

Helen Gross


Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Parent sign-ins, agendas, parent surveys.

G2.B6 Healthy students make better learners, while only 1 in 3 in the US are physically active each day and 15% reported to get no physical activity at all. 2

 B181365

G2.B6.S1 Increase physical activity for all students during school day. 4

 S192882

Strategy Rationale

Students who attend healthy schools have fewer absences, higher academic achievement and self esteem.

Action Step 1 5

All students will participate in a health lab and fit class as part of the fine arts wheel.

Person Responsible

Marilu Garcia

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Class rosters, lesson plans

Action Step 2 5

All students will participate in individualized computer-based reading interventions and enrichment supplemented with physical activities.

Person Responsible

Marilu Garcia

Schedule

Daily, from 10/1/2015 to 6/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Teachers will follow health and fitness curriculum.

Person Responsible

David Dickerson

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Classroom walkthroughs and observations

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

iStation and SPARK curriculum will be followed.

Person Responsible

David Dickerson

Schedule

Biweekly, from 10/1/2015 to 6/2/2016

Evidence of Completion

Data pulled from IStation, walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Year to year comparisons are done on student achievement data and health information, observing upward trends.

Person Responsible

Deborah Feinsinger

Schedule

Semiannually, from 12/3/2015 to 6/2/2016

Evidence of Completion

Year to year health screenings, test data.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Student data will be monitored through review of student data.

Person Responsible

Stephanie Sunshine

Schedule

Monthly, from 10/1/2015 to 6/2/2016

Evidence of Completion

iStation student reports will be reviewed and discussed at LTMs.

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
G1.B1.S1.A1	Teachers will attend all district and area math trainings and share with team.	Garcia, Marilu	8/11/2015	Learning team minutes documenting shared knowledge.	5/27/2016 monthly
G1.B3.S1.A1	Intervention strategies will be provided: small group instruction and tutoring	McComas, Jennifer	9/28/2015	Logs and time sheets	5/6/2016 weekly
G1.B3.S2.A1	Math teachers will use technology for practice and assessment: TenMarks, Go Math, Performance Matters and district developed tracking graphs.	McComas, Jennifer	9/14/2015	Data print-outs	5/27/2016 daily
G1.B3.S3.A1	Parent activities to include both parent education (class content and what they can do at home) and enrichment.	Gross, Helen	9/9/2015	Fliers and agendas, sign ins	2/29/2016 semiannually
G1.B3.S4.A1	Provide a continuum of math services for ESE students.	Garcia, Marilu	7/1/2015	Schedule, including students, of .5 math resource.	6/30/2016 daily
G2.B1.S1.A1	Coordinate trainings for all reading staff, team-wide professional development, and district trainings. Target FAA teachers of students with autism.	Garcia, Marilu	7/1/2015	Teacher TDE	6/30/2016 monthly
G2.B1.S4.A1	Child study team will review files of all students and discuss supports to provide least restrictive environment.	Gross, Helen	8/11/2015	All evidence of inclusion will be available in student IEPs.	5/27/2016 quarterly
G2.B1.S5.A1	Provide intervention services to struggling students using LLI, iStation, and other teacher prepared materials.	Garcia, Marilu	9/4/2015	Intervention teacher schedules and case load	5/27/2016 daily
G2.B2.S2.A1	Increase training for FAA teachers of students with autism	Garcia, Marilu	8/18/2015	Calendar	5/24/2016 monthly
G2.B2.S3.A1	All reading teachers, grades 3-5, will participate in collaborative planning and staff development with outside experts in the field.	Garcia, Marilu	11/2/2015	Contract, agendas	4/1/2016 every-2-months
G2.B3.S1.A1	Increase teacher plan time.	Garcia, Marilu	8/10/2015	Agendas	6/30/2016 monthly
G2.B5.S1.A1	Parent Liaison will plan and hold monthly involvement activities.	Gross, Helen	9/1/2015	Parent sign-ins, agendas, parent surveys.	5/31/2016 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
G2.B6.S1.A1	All students will participate in a health lab and fit class as part of the fine arts wheel.	Garcia, Marilu	8/17/2015	Class rosters, lesson plans	6/2/2016 weekly
G1.B3.S1.A2	.5 Math Resource Teacher will provide push-in and pull-out small group instruction.	Garcia, Marilu	8/11/2015	Schedule, lesson plans, examples of student work, student data	6/3/2016 daily
G2.B1.S4.A2	Solicit families of students with autism to participate in school decision-making groups, gathering input on best practices for inclusion.	Garcia, Marilu	9/1/2015	Fliers, sign ups, call outs.	10/1/2015 annually
G2.B2.S2.A2	Provide opportunities for teachers to plan collaboratively to increase teacher capacity for relevant and rigorous instruction.	Garcia, Marilu	8/10/2015	Agendas, sign-ins	6/30/2016 one-time
G2.B6.S1.A2	All students will participate in individualized computer-based reading interventions and enrichment supplemented with physical activities.	Garcia, Marilu	10/1/2015		6/2/2016 daily
G2.B1.S4.A3	Select Book of the Month focusing on first person language and acceptance of diversity.	Sunshine, Stephanie	2/1/2016	Viewing of teacher lesson plans, newsletter, SAC agenda.	2/29/2016 one-time
G1.MA1	Informal classroom assessments, unit tests, diagnostic results and LTM discussions.	Garcia, Marilu	10/5/2015	EDW and Performance Matters reports, teacher data.	5/27/2016 biweekly
G1.B1.S1.MA1	Review diagnostic reports	Garcia, Marilu	1/5/2016	Learning team meeting agendas	1/5/2016 monthly
G1.B1.S1.MA1	Classroom implementation will take place.	Dickerson, David	9/14/2015	Classroom walkthroughs	5/27/2016 monthly
G1.B3.S1.MA1	Data analysis and discussion at learning team meetings.	Garcia, Marilu	9/1/2015	Data will include unit tests, teacher observation, and diagnostic results.	5/27/2016 biweekly
G1.B3.S1.MA1	Administrators will observe intervention groups and monitor input into EDW	Dickerson, David	9/14/2015	Class visits, walkthroughs	5/27/2016 monthly
G1.B3.S2.MA1	Learning team meetings for discussion and data analysis	Garcia, Marilu	9/4/2015	Printouts of available reports, class data charts developed by teachers	5/27/2016 biweekly
G1.B3.S2.MA1	Administrative walkthroughs	Dickerson, David	9/18/2015	Teacher lesson plans, Performance Matters reports	5/27/2016 monthly
G1.B3.S3.MA1	Review usage of at home programs	McComas, Jennifer	10/5/2015	Computer reports of student achievement	5/27/2016 monthly
G1.B3.S3.MA1	Teacher discussion at learning team meetings, math committee meetings, and School Advisory Council (SAC).	McComas, Jennifer	10/5/2015	Computer data printouts of activities completed at home.	5/27/2016 monthly
G1.B3.S4.MA1	All student progress will be monitored at LTMs as well as child study team meetings, adapting as needed.	Gross, Helen	8/17/2015	Data, formal and informal (diagnostic results, unit tests) will drive IEP decisions.	6/3/2016 monthly
G1.B3.S4.MA1	Classroom visits and walkthroughs	Dickerson, David	9/8/2015	iObservation data	4/29/2016 monthly
G2.MA1	Teacher data chats	Garcia, Marilu	8/24/2015	RRR, unit tests, FSA data	5/27/2016 biweekly
G2.MA2	Individualized student data will be reviewed.	Garcia, Marilu	10/1/2015	Data collected will be iStation reports, district unit assessments.	6/2/2016 monthly
G2.MA3	Review parental input and align with instructional practices, determining value and implementation.	Garcia, Marilu	11/2/2015	SAC minutes, master schedule, child study team notes.	5/18/2016 monthly
G2.MA4	iObservation data will be used to determine implementation of strategies learned.	Dickerson, David	12/1/2015	iObservation reports, Professional Growth Plans.	2/15/2016 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
G2.MA5	Data detailing parent, teacher and student responses to diversity, use of first person language, bullying.	Dickerson, David	3/1/2016	Various surveys: Title I, SEQ, ESE.	6/3/2016 monthly
G2.B1.S1.MA1	Sharing data collected at monthly Learning Team Meetings and regularly scheduled IEP/child study team meetings.	Garcia, Marilu	10/1/2014	Review of data: RRR and diagnostic scores, teacher data	5/29/2015 monthly
G2.B1.S1.MA1	Classroom visits and walkthroughs	Dickerson, David	9/14/2015	iObservation data	5/27/2016 monthly
G2.B3.S1.MA1	Discussion and analysis of data at LTMs, teacher data chats.	Garcia, Marilu	8/24/2015	Student data: RRR, Diagnostic results	5/27/2016 biweekly
G2.B3.S1.MA1	Class visit and walkthroughs	Dickerson, David	9/14/2015	Lesson plans and iObservation	5/27/2016 monthly
G2.B6.S1.MA1	Year to year comparisons are done on student achievement data and health information, observing upward trends.	Feinsinger, Deborah	12/3/2015	Year to year health screenings, test data.	6/2/2016 semiannually
G2.B6.S1.MA4	Student data will be monitored through review of student data.	Sunshine, Stephanie	10/1/2015	iStation student reports will be reviewed and discussed at LTMs.	6/2/2016 monthly
G2.B6.S1.MA1	Teachers will follow health and fitness curriculum.	Dickerson, David	8/24/2015	Classroom walkthroughs and observations	6/2/2016 weekly
G2.B6.S1.MA2	iStation and SPARK curriculum will be followed.	Dickerson, David	10/1/2015	Data pulled from IStation, walkthroughs	6/2/2016 biweekly
G2.B2.S2.MA1	Teacher collaboration	Garcia, Marilu	8/17/2015	Classroom follow up through observations	6/2/2016 weekly
G2.B2.S2.MA1	Successful implementation of new curriculum	Dickerson, David	8/17/2015	Classroom walkthroughs	6/2/2016 weekly
G2.B2.S3.MA1	Monitor agendas, lesson plans, sign-in sheets, evidence of implementation, walkthroughs	Garcia, Marilu	8/17/2015	Student data, lesson plans, iObservation	6/30/2016 monthly
G2.B2.S3.MA4	Teacher discussion and student data analysis	Garcia, Marilu	12/1/2015	Student EDW/PM data, unit assessments	4/29/2016 biweekly
G2.B2.S3.MA1	Monitor agendas, lesson plans, sign-in sheets, evidence of implementation, walkthroughs	Dickerson, David	8/17/2015	iObservations, lesson plans	6/30/2016 monthly
G2.B2.S3.MA3	Dates will be scheduled, subs secured.	Balaguer, Yasmin	11/2/2015	Teacher unit lesson plans.	4/1/2016 every-2-months
G2.B1.S4.MA1	Discussion and data analysis at scheduled child study team meeting as well as grade level LTM	Gross, Helen	8/11/2015	Teacher evidence as per IEP	5/27/2016 monthly
G2.B1.S4.MA4	Inclusive best practices will be discussed at meetings and documented.		8/26/2015	SAC sign in, agendas and minutes.	5/18/2016 monthly
G2.B1.S4.MA6	Discussion of student impact on language and behavior at LTMs.	Garcia, Marilu	2/1/2016	LTM agenda and sign in.	2/29/2016 biweekly
G2.B1.S4.MA1	Review and update at weekly leadership team meeting	Gross, Helen	8/17/2015	Student schedules, data board.	5/27/2016 weekly
G2.B1.S4.MA3	All information will be entered into the district data base, documenting diversity of parent participation.	Balaguer, Yasmin	8/14/2015	Sign up and log of calls and emails to parents.	10/9/2015 one-time
G2.B1.S4.MA5	Classroom walkthroughs will take place, viewing book share.	Dickerson, David	2/1/2016	Informal teacher feedback and discussion.	2/29/2016 one-time
G2.B1.S5.MA1	Team discussions, formal (SBT, LTM) and informal, analyzing data and student achievement	Garcia, Marilu	8/24/2015	Pull data from EDW and Performance Matters, as well as informal teacher data charts, showing student progress.	5/27/2016 biweekly
G2.B1.S5.MA1	Classroom visits and walkthroughs	Dickerson, David	9/14/2015	iObservation data	5/27/2016 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 80%.

G1.B1 Changing content and curriculum; including new assessment

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

PD Opportunity 1

Teachers will attend all district and area math trainings and share with team.

Facilitator

District, area, in house

Participants

Lead teachers in math

Schedule

Monthly, from 8/11/2015 to 5/27/2016

G1.B3 Limited class time and resources to differentiate and remediate

G1.B3.S2 Use technology and outside resources to differentiate instruction (TenMark, Khan Academy, Go Math, Performance Matters)

PD Opportunity 1

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

Facilitator

Media specialist and math team leaders

Participants

All math teachers

Schedule

Daily, from 9/14/2015 to 5/27/2016

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 and teachers of students with autism, in the training and implementation of all district reading initiatives: Reader's Workshop, RRR, and LLI.

PD Opportunity 1

Coordinate trainings for all reading staff, team-wide professional development, and district trainings. Target FAA teachers of students with autism.

Facilitator

Area, district and in house

Participants

All assigned reading teachers and SLPs

Schedule

Monthly, from 7/1/2015 to 6/30/2016

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

PD Opportunity 1

Provide intervention services to struggling students using LLI, iStation, and other teacher prepared materials.

Facilitator

Intervention Team

Participants

Students K-5

Schedule

Daily, from 9/4/2015 to 5/27/2016

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 FAA teachers of students with autism

Facilitator

Team leader/District trainers

Participants

FAA teachers of students with autism

Schedule

Monthly, from 8/18/2015 to 5/24/2016

PD Opportunity 2

Provide opportunities for teachers to plan collaboratively to increase teacher capacity for relevant and rigorous instruction.

Facilitator

Team leaders/District trainers

Participants

Teachers

Schedule

On 6/30/2016

G2.B2.S3 Engage in deep, meaningful conversations about text to support comprehension in Reader's Workshop classrooms and in turn write about their reading using evidence from the text.

PD Opportunity 1

All reading teachers, grades 3-5, will participate in collaborative planning and staff development with outside experts in the field.

Facilitator

Reading and Writing Project coach

Participants

Reading teachers grades 3-5

Schedule

Every 2 Months, from 11/2/2015 to 4/1/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will attend all district and area math trainings and share with team.				\$0.00
2	G1.B3.S1.A1	Intervention strategies will be provided: small group instruction and tutoring				\$6,671.55
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Allamanda Elementary School	Title I Part A		\$4,671.55
<i>Notes: Tutoring (salary/benefits)</i>						
			0101 - Allamanda Elementary School	Title I Part A		\$2,000.00
<i>Notes: Classroom supplies and tutorial supplies such as paper, ink/toner, pencils, manipulatives, chart paper, post it notes, consumables, bins/baskets/baggies, makers, notebooks, graphing paper, etc.</i>						
3	G1.B3.S1.A2	.5 Math Resource Teacher will provide push-in and pull-out small group instruction.				\$36,254.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Allamanda Elementary School	Title I Part A	0.5	\$36,254.23
<i>Notes: .5 Resource Teacher Math (salary/benefits)</i>						
4	G1.B3.S2.A1	Math teachers will use technology for practice and assessment: TenMarks, Go Math, Performance Matters and district developed tracking graphs.				\$5,422.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Allamanda Elementary School	Title I Part A		\$5,422.00
<i>Notes: Online subscriptions such as Ten Marks or iReady.</i>						
5	G1.B3.S3.A1	Parent activities to include both parent education (class content and what they can do at home) and enrichment.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Allamanda Elementary School	Title I Part A		\$0.00
<i>Notes: Parent Liaison (salary/benefits)</i>						
			0101 - Allamanda Elementary School	Title I Part A		\$0.00

Budget Data

							<i>Notes: Supplies: paper, ink, books, refreshments, K round-up, make/take supplies, etc.</i>
6	G1.B3.S4.A1	Provide a continuum of math services for ESE students.				\$0.00	
7	G2.B1.S1.A1	Coordinate trainings for all reading staff, team-wide professional development, and district trainings. Target FAA teachers of students with autism.				\$0.00	
8	G2.B1.S4.A1	Child study team will review files of all students and discuss supports to provide least restrictive environment.				\$0.00	
9	G2.B1.S4.A2	Solicit families of students with autism to participate in school decision-making groups, gathering input on best practices for inclusion.				\$0.00	
10	G2.B1.S4.A3	Select Book of the Month focusing on first person language and acceptance of diversity.				\$0.00	
11	G2.B1.S5.A1	Provide intervention services to struggling students using LLI, iStation, and other teacher prepared materials.				\$10,904.30	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0101 - Allamanda Elementary School	Title I Part A		\$6,232.75	
<i>Notes: Supplies: Classroom libraries, paper, ink, chart paper, binders, highlighters, pens, pencils, notebooks, LLI ancillary supplies, journals, bins, baskets, baggies, post it notes, and folders, etc.</i>							
			0101 - Allamanda Elementary School	Title I Part A		\$4,671.55	
<i>Notes: Part-time out of system tutoring</i>							
12	G2.B2.S2.A1	Increase training for FAA teachers of students with autism				\$0.00	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0101 - Allamanda Elementary School	Title I Part A		\$0.00	
<i>Notes: Teacher collaboration (salary/benefits)</i>							
13	G2.B2.S2.A2	Provide opportunities for teachers to plan collaboratively to increase teacher capacity for relevant and rigorous instruction.				\$9,998.99	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0101 - Allamanda Elementary School	Title I Part A		\$8,000.00	
<i>Notes: Part-time in-system for collaborative planning.</i>							
			0101 - Allamanda Elementary School	Title I Part A		\$1,998.99	
<i>Notes: PD subs</i>							

Budget Data						
14	G2.B2.S3.A1	All reading teachers, grades 3-5, will participate in collaborative planning and staff development with outside experts in the field.				\$13,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Allamanda Elementary School	Title I Part A		\$13,500.00
			<i>Notes: Teacher College Reader's Workshop Consultant</i>			
15	G2.B3.S1.A1	Increase teacher plan time.				\$0.00
16	G2.B5.S1.A1	Parent Liaison will plan and hold monthly involvement activities.				\$4,127.30
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Allamanda Elementary School	Title I Part A		\$3,141.00
			<i>Notes: Parent Liaison (part-time in system salary and benefits).</i>			
			0101 - Allamanda Elementary School	Title I Part A		\$986.30
			<i>Notes: Materials such as paper, ink/toner, colored copy paper, pencils, pens, markers, chart paper, post it notes, folders, envelopes, refreshments, and paper products, etc.</i>			
17	G2.B6.S1.A1	All students will participate in a health lab and fit class as part of the fine arts wheel.				\$0.00
18	G2.B6.S1.A2	All students will participate in individualized computer-based reading interventions and enrichment supplemented with physical activities.				\$16,538.92
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Allamanda Elementary School	Title I Part A		\$16,538.92
			<i>Notes: Non-certified Tutor</i>			
Total:						\$103,417.29