

Allamanda Elementary School



2016-17 Schoolwide Improvement Plan

Allamanda Elementary School

10300 ALLAMANDA DR, Palm Beach Gardens, FL 33410

<https://a1es.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Allamanda Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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

Additional content required for instruction by FL Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the US and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the US
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- FL history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty and personal property; honesty; charity; self-control; racial, ethnic and religious tolerance; and cooperation.

Allamanda will embed cultural competence, equity and access within instructional practices as stated in Strategic Initiative #2.

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.

b. 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 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 reviewing the plan with a school board police specialist, all teachers participate in staff development.

Our anti-bullying commitment is reinforced through yearly class meetings, our October Book of the Month and establishing an anti-bullying hot line.

Allamanda will infuse the content required by FL Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. We use a people first language. As a cluster site for students with autism, Allamanda includes all students with disabilities in all activities and programs, including field trips, assemblies, electives and clubs.

c. 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:

The Allamanda Attitude is our school-wide call to attention used by everyone. We are also including a chant for FY17 reinforcing our Universal Guidelines.

Allamanda's Universal Guidelines:

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

1. I will Bee Respectful
2. I will Bee Safe
3. I will Bee Responsible
4. I will Bee Kind
5. I will Bee Healthy

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.

d. 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.

Allamanda has a strong intervention team and regular School Based Team meetings addressing all concerns, behavioral, academic and attendance. Students interact with our guidance counselor on a regular basis on our fine arts wheel.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	16	12	16	14	10	0	0	0	0	0	0	0	86
One or more suspensions	0	3	1	2	2	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	18	12	22	39	37	34	0	0	0	0	0	0	0	162
Level 1 on statewide assessment	0	0	0	26	18	20	0	0	0	0	0	0	0	64

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	7	23	22	22	10	0	0	0	0	0	0	0	90

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

Teachers at each grade level have an intervention team contact. All academic and behavioral concerns are documented and brought to the team for discussion. 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.

All students with disabilities will have regular IEP meetings to plan for intervention strategies based on data.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Allamanda communicates with families through EDLINE, frequent call-outs and student agendas. We also host monthly family events for both academic and social purposes. Feedback is solicited after each event.

As a cluster site for students with autism, the needs of our families are taken into consideration when planning each event. Attendance at School Advisory Council, PTO, Curriculum Nights and monthly events provides families of students with disabilities the same opportunities as the general population.

2. 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 FY17: Action for Healthy Kids, Alliance for a Healthier Generation, Let's Move! Active Schools, Commit 2B Fit, Raw Juice, Whole Foods, Seasons 52, McDonald's, Dr. Ben Carson Foundation, Home Depot, Berry Fresh, Millrose Foundation and BallenIsles, to name a few.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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
Sunshine, Stephanie	Teacher, K-12
Meumann, Susan	Teacher, K-12

b. Duties

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

The school leadership team (administration and grade chairs) meet in a monthly basis. Teachers collaborate with administration through the sharing of information from grade level collaborate meetings and PLCs. Lead teachers attend district planning meetings, analyze data and prepare lessons to differentiate instructions, meeting the needs of our students. This information is shared and discussed with their teams.

2. 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 in regular biweekly Professional Learning Communities (PLC). Planning based on student need is our focus. Our school based team is another resource for teachers needing support with student concerns.

The following staff members serve as part of our intervention team and support teachers with their concerns:

Supplemental Academic Instruction (SAI), English Language Learners (ELL), Varying Exceptionalities (VE), and two community language facilitators.

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 instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS Programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marilu Garcia	Principal
Cecilia Carrion	Education Support Employee
Robert Robertson	Business/Community
Paula Triana	Parent
Wayne Anderson	Business/Community
Teresa Arbito	Parent
Stephanie Sunshine	Teacher
Kim Kurtz	Business/Community
Teresa Atkins	Parent
Mailene Suarez	Parent
Magdala Desormeaux	Parent
Julie Norcius	Parent
Suzie Inman	Parent
Yasmin Balaguer	Education Support Employee
Sarah Warren	Teacher
Susan Meumann	Teacher
Stephanie Clark	Teacher
Helen Gross	Teacher
Shawn Leandre	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Our newly appointed SAC members reviewed the data from FY16 and our School Improvement Plan. The FY16 plan was also reviewed at the May 2016 meeting, getting input from stakeholders.

b. Development of this school improvement plan

The FY17 School Improvement Plan was developed after a review of the district's strategic plan, our school data, and input from all stakeholders. The final plan will be reviewed and approval will be voted on at our September 2016 SAC meeting.

c. 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.

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

\$462 for PBS- Book of the Month
\$630 for 2 touch screen monitors for PreK classes
\$1750 for Music recorders

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Garcia, Marilu	Principal
Sunshine, Stephanie	Instructional Media
Stockman, Rebecca	Teacher, ESE
DeSantis, Lauren	Teacher, ESE
Gross, Helen	Teacher, ESE
Feinsinger, Deborah	Teacher, K-12
Dickerson, David	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Allamanda Literacy Leadership Team participates in bi-monthly visits involving collaboration with the Regional Instructional Superintendent and area coaches, participating in walkthroughs and feedback sessions. 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 group.

D. Public and Collaborative Teaching

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

1. 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 PLCs. Teachers of students with autism are included in this collaboration. FSAA/Access Points teachers will also have regularly scheduled PLCs. 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.

2. 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. Recommendations are our best source, particularly in the area of autism. Experience is crucial.

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

Through systematic mentoring and coaching that is consistent with the school's values and beliefs about teaching, learning and conditions that support learning we make our new faculty part of the Allamanda family. We begin the school year with a new teacher orientation. Grade chairs serve as mentors.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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.

b. Instructional Strategies

1. 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 PLCs. Teachers meet to plan together and discuss the needs of students with each other and our intervention strategists. Some of the initial services provided are SAI, ELL, VE (math and reading), 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 Rtl process.

The needs of advanced students are discussed as well 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 Rtl process. A system of monitoring was put into place and follow-up meetings are held.

2. 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's with increased time for academic reinforcements, including iReady while still promoting a healthy life style through extracurricular clubs 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

Meumann, Susan, susan.meumann@palmbeachschools.org

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

All iReady reports will be analyzed by Academic Advisors and shared with teachers, as appropriate.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

As a Health & Wellness Choice school, Allamanda follows a student recruitment procedure as outlined by the district. We have over 80 students attending 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** If Allamanda delivers effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

Strategic Goals Detail

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

G1. If Allamanda delivers effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. 1a

G083609

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	94.0
ELA/Reading Gains District Assessment	72.0

Targeted Barriers to Achieving the Goal 3

- Using data to guide instruction and provide remediation, closing the gap particularly for ELL students.
- Sufficient time and strategies to address differentiation of instruction in reading and writing connection.
- Student attendance including large special needs population.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Strong and supportive intervention team.
- Staff with a strong growth mindset and belief that all children can learn.
- Well trained and knowledgeable staff of reading teachers.

Plan to Monitor Progress Toward G1. 8

Staff will analyze iReady reports, particularly diagnostics for student growth.

Person Responsible

Marilu Garcia

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

iReady diagnostic reports

Plan to Monitor Progress Toward G1. 8

Monthly attendance and tardy records by class and by student.

Person Responsible

Marilu Garcia

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

SAGES attendance printouts, Terms attendance printout, Diagnostics and FSA testing

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Allamanda delivers effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1**

 G083609

G1.B1 Using data to guide instruction and provide remediation, closing the gap particularly for ELL students. **2**

 B221900

G1.B1.S2 Implement iReady. **4**

 S234150

Strategy Rationale

Provides diagnostic information for teachers and enrichment and remediation for students.

Action Step 1 **5**

Train all teachers in iReady.

Person Responsible

Marilu Garcia

Schedule

On 9/16/2016

Evidence of Completion

District sign-ins.

Action Step 2 **5**

Conduct diagnostic testing on all students.

Person Responsible

David Dickerson

Schedule

On 9/30/2016

Evidence of Completion

iReady reports

Action Step 3 5

Implement of the iReady program.

Person Responsible

Marilu Garcia

Schedule

On 6/2/2017

Evidence of Completion

iReady reports

Action Step 4 5

Roll out iReady to Allamanda families.

Person Responsible

Marilu Garcia

Schedule

Weekly, from 8/22/2016 to 9/16/2016

Evidence of Completion

Letters, Curriculum Night agendas, iReady reports of home use

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Continual monitoring of student usage

Person Responsible

Stephanie Sunshine

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

iReady reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

iReady data will be analyzed on a regular basis for student achievement.

Person Responsible

Marilu Garcia

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

iReady diagnostics and reports

G1.B1.S4 Coach and support staff on appropriate strategies for struggling ELL students. 4

 S234152

Strategy Rationale

Close the learning gap between ELL students and other subgroups.

Action Step 1 5

Participate in all regional leadership visits, including our ELL staff.

Person Responsible

Melissa Sterling

Schedule

Biweekly, from 9/16/2016 to 5/31/2017

Evidence of Completion

Feedback both written and verbal.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

All meetings are pre-scheduled by the regional office and on our calendars.

Person Responsible

Yasmin Balaguer

Schedule

Biweekly, from 9/16/2016 to 5/31/2017

Evidence of Completion

Follow-up documentation from regional office.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Increased student achievement will be monitored through data analysis.

Person Responsible

Melissa Sterling


Schedule

Semiannually, from 12/1/2016 to 6/2/2017

Evidence of Completion

Student RRR and iReady diagnostic reports as well as teacher feedback.

G1.B2 Sufficient time and strategies to address differentiation of instruction in reading and writing connection. 2

 B221901

G1.B2.S2 Increase the integration of writing in reading and other content areas, through professional development. 4

 S234157

Strategy Rationale

Data analysis indicates gaps in the area of student writing.

Action Step 1 5

Teachers will participate in writing staff development with district Curriculum Director.

Person Responsible

Marilu Garcia

Schedule

On 9/6/2016

Evidence of Completion

Sign-ins, Tweeted pictures

Action Step 2 5

Familiarize reading teachers with new available resources in BLENDER, particularly in the use of complex text and ELL strategies.

Person Responsible

Stephanie Sunshine

Schedule

Monthly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Meeting minutes, agendas, sign-ins

Action Step 3 5

Participate in Regional led Leadership walkthroughs.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 9/16/2016 to 5/31/2017

Evidence of Completion

Principal Google Calendar

Action Step 4 5

Train content area teachers in the integration of writing into math and science.

Person Responsible

Marilu Garcia

Schedule

On 10/31/2016

Evidence of Completion

Calendar events and agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Conduct observations of the implementation of strategies, based on feed back and discussed during professional development.

Person Responsible

David Dickerson

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Lesson plans developed during PLCs, agendas

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Walkthroughs and observations will be followed up by feedback and instruction will be adjusted based on the needs of the students.

Person Responsible

David Dickerson

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

iObservation data, lesson plans, student data such as iReady, diagnostics and FSA

G1.B4 Student attendance including large special needs population. 2

 B221903

G1.B4.S1 Increase school-wide focus on student attendance, absences and tardies. 4

 S234159

Strategy Rationale

Coming to school on time and every day increases student achievement.

Action Step 1 5

Develop a formalized plan to monitor attendance and tardies.

Person Responsible

Alexis Bastidas

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

SAGES attendance printouts

Action Step 2 5

Assign appropriate intervention groups to oversee Attendance Works!

Person Responsible

Marilu Garcia

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

SBT, Choice, ELL, Child Study meeting sign-ins, agendas, telephone logs, conference logs, SAGES attendance printouts

Action Step 3 5

Set up a reward system, school-wide by class, for attendance and tardies.

Person Responsible

Alexis Bastidas

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Newsletter, morning announcement printouts, Weekly Buzz

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review monthly minutes from committees.

Person Responsible

Marilu Garcia

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Collection of monthly minutes from committees and all other paper documentation

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The attendance and tardy records will be checked on a regular basis.

Person Responsible

Marilu Garcia

Schedule

Monthly, from 9/12/2016 to 5/31/2017



Evidence of Completion

SAGES attendance printouts.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S2.A1 A300974	Teachers will participate in writing staff development with district Curriculum Director.	Garcia, Marilu	9/6/2016	Sign-ins, Tweeted pictures	9/6/2016 one-time
G1.B1.S2.A1 A300968	Train all teachers in iReady.	Garcia, Marilu	7/1/2016	District sign-ins.	9/16/2016 one-time
G1.B1.S2.A4 A300971	Roll out iReady to Allamanda families.	Garcia, Marilu	8/22/2016	Letters, Curriculum Night agendas, iReady reports of home use	9/16/2016 weekly
G1.B1.S2.A2 A300969	Conduct diagnostic testing on all students.	Dickerson, David	8/22/2016	iReady reports	9/30/2016 one-time
G1.B2.S2.A4 A300977	Train content area teachers in the integration of writing into math and science.	Garcia, Marilu	10/1/2016	Calendar events and agendas	10/31/2016 one-time
G1.MA2 M305465	Monthly attendance and tardy records by class and by student.	Garcia, Marilu	9/30/2016	SAGES attendance printouts, Terms attendance printout, Diagnostics and FSA testing	5/31/2017 monthly
G1.B4.S1.MA1 M305462	The attendance and tardy records will be checked on a regular basis.	Garcia, Marilu	9/12/2016	SAGES attendance printouts.	5/31/2017 monthly
G1.B4.S1.MA1 M305463	Review monthly minutes from committees.	Garcia, Marilu	9/12/2016	Collection of monthly minutes from committees and all other paper documentation	5/31/2017 monthly
G1.B2.S2.MA1 M305460	Walkthroughs and observations will be followed up by feedback and instruction will be adjusted...	Dickerson, David	9/1/2016	iObservation data, lesson plans, student data such as iReady, diagnostics and FSA	5/31/2017 monthly
G1.B2.S2.MA1 M305461	Conduct observations of the implementation of strategies, based on feed back and discussed during...	Dickerson, David	9/1/2016	Lesson plans developed during PLCs, agendas	5/31/2017 monthly
G1.B2.S2.A2 A300975	Familiarize reading teachers with new available resources in BLENDER, particularly in the use of...	Sunshine, Stephanie	8/9/2016	Meeting minutes, agendas, sign-ins	5/31/2017 monthly
G1.B2.S2.A3 A300976	Participate in Regional led Leadership walkthroughs.	Garcia, Marilu	9/16/2016	Principal Google Calendar	5/31/2017 biweekly
G1.B1.S4.MA1 M305459	All meetings are pre-scheduled by the regional office and on our calendars.	Balaguer, Yasmin	9/16/2016	Follow-up documentation from regional office.	5/31/2017 biweekly
G1.B1.S4.A1 A300973	Participate in all regional leadership visits, including our ELL staff.	Sterling, Melissa	9/16/2016	Feedback both written and verbal.	5/31/2017 biweekly
G1.MA1 M305464	Staff will analyze iReady reports, particularly diagnostics for student growth.	Garcia, Marilu	8/22/2016	iReady diagnostic reports	6/2/2017 quarterly
G1.B4.S1.A1 A300978	Develop a formalized plan to monitor attendance and tardies.	Bastidas, Alexis	9/12/2016	SAGES attendance printouts	6/2/2017 monthly
G1.B4.S1.A2 A300979	Assign appropriate intervention groups to oversee Attendance Works!	Garcia, Marilu	9/12/2016	SBT, Choice, ELL, Child Study meeting sign-ins, agendas, telephone logs, conference logs, SAGES attendance printouts	6/2/2017 monthly
G1.B4.S1.A3 A300980	Set up a reward system, school-wide by class, for attendance and tardies.	Bastidas, Alexis	9/12/2016	Newsletter, morning announcement printouts, Weekly Buzz	6/2/2017 monthly
G1.B1.S2.MA1 M305456	iReady data will be analyzed on a regular basis for student achievement.	Garcia, Marilu	8/22/2016	iReady diagnostics and reports	6/2/2017 weekly
G1.B1.S2.MA1 M305457	Continual monitoring of student usage	Sunshine, Stephanie	8/22/2016	iReady reports	6/2/2017 weekly

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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.B1.S2.A3  A300970	Implement of the iReady program.	Garcia, Marilu	9/12/2016	iReady reports	6/2/2017 one-time
G1.B1.S4.MA1  M305458	Increased student achievement will be monitored through data analysis.	Sterling, Melissa	12/1/2016	Student RRR and iReady diagnostic reports as well as teacher feedback.	6/2/2017 semiannually

V. Professional Development Opportunities

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

G1. If Allamanda delivers effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G1.B1 Using data to guide instruction and provide remediation, closing the gap particularly for ELL students.

G1.B1.S2 Implement iReady.

PD Opportunity 1

Train all teachers in iReady.

Facilitator

District personnel

Participants

All teachers

Schedule

On 9/16/2016

G1.B2 Sufficient time and strategies to address differentiation of instruction in reading and writing connection.

G1.B2.S2 Increase the integration of writing in reading and other content areas, through professional development.

PD Opportunity 1

Teachers will participate in writing staff development with district Curriculum Director.

Facilitator

Diana Fedderman

Participants

Reading regular education teachers and teachers of students with autism

Schedule

On 9/6/2016

PD Opportunity 2

Familiarize reading teachers with new available resources in BLENDER, particularly in the use of complex text and ELL strategies.

Facilitator

Various (Stephanie Sunshine, Marilu Garcia)

Participants

All Reading Teachers

Schedule

Monthly, from 8/9/2016 to 5/31/2017

PD Opportunity 3

Train content area teachers in the integration of writing into math and science.

Facilitator

TBA

Participants

Content area teachers

Schedule

On 10/31/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S2.A1	Train all teachers in iReady.	\$0.00
2	G1.B1.S2.A2	Conduct diagnostic testing on all students.	\$0.00
3	G1.B1.S2.A3	Implement of the iReady program.	\$0.00
4	G1.B1.S2.A4	Roll out iReady to Allamanda families.	\$0.00
5	G1.B1.S4.A1	Participate in all regional leadership visits, including our ELL staff.	\$0.00
6	G1.B2.S2.A1	Teachers will participate in writing staff development with district Curriculum Director.	\$0.00
7	G1.B2.S2.A2	Familiarize reading teachers with new available resources in BLENDER, particularly in the use of complex text and ELL strategies.	\$0.00
8	G1.B2.S2.A3	Participate in Regional led Leadership walkthroughs.	\$0.00
9	G1.B2.S2.A4	Train content area teachers in the integration of writing into math and science.	\$0.00
10	G1.B4.S1.A1	Develop a formalized plan to monitor attendance and tardies.	\$0.00
11	G1.B4.S1.A2	Assign appropriate intervention groups to oversee Attendance Works!	\$0.00
12	G1.B4.S1.A3	Set up a reward system, school-wide by class, for attendance and tardies.	\$0.00
Total:			\$0.00