

The School District of Palm Beach County

Allamanda Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	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 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Allamanda Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

ALLAMANDA strongly believes in the embedding of cultural competence, equity, and access within our instructional practices as outlined in Strategic Initiative #2. We are home to a diverse population, multiculturally (24% Hispanic, 27% Black, 38% White, 11% Other) and academically (% special needs, with over 130 students with autism). With a low teacher turnover rate, relationships are long term and lasting. Many staff members are also parents, as well as many of our community partners. One of ALLAMANDA'S strengths is our English Language Learners Team (ELL). They move with ease, in and out our classrooms, assisting students and staff. Family multicultural activities are planned numerous times a year, both in conjunction with, and independent of other school-wide events. Diverse attendance at our School Advisory Council (SAC) meetings has been good and an area we will continue to monitor. ALLAMANDA will kick- off the 2018 school year with our annual open house, which is historically well attended. Preschool discussions take place, reviewing class lists and best practices for developing relationships and cultural sensitivity from day one.

ALLAMANDA 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 makes use of 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.

As addressed in Strategic Initiative #7, "Single School Culture" (Climate) and #9, developing an approach for bullying prevention, ALLAMANDA recognizes the importance of school safety. Staff are involved in these initiatives through committee meetings for input and discussion and on-going professional development. Surveys are also taken, numerous times a year, to get feedback.

As a Health and Wellness Choice School, ALLAMANDA focuses on the whole child. A happy, healthy child can learn better. This year we are beginning a mindfulness program for staff and students. Training will take place preschool. Our goal is to foster empathy, optimism, and self-control, while reducing stress.

Hopefully, this will impact episodes of bullying. Anti-bullying is also reinforced through our yearly class meetings, our Book of the Month program, and our bullying hot line.

All children also participate in a health and wellness lab weekly, touching on such topics as nutrition, exercise, relationships, and goal setting. Our guidance counselor is on this schedule as well, allowing students to interact with her on a regular basis.

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.

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.

Falling in line with Strategic Initiative #1, Pillars of Effective Instruction, and #7, addressing Single School Culture, particularly Academics and Behavior, ALLAMANDA has a multi-tiered behavior plan in place. Our 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 "teachable moments".

We have numerous School Wide Positive Behavior Support (SwPBS) strategies in place such as: The ALLAMANDA Attitude is our school-wide call to attention used by everyone. Universal guidelines are posted

and will be reinforced daily on morning announcements.

Our Universal Guidelines are as follows:

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

1. Bee Respectful
2. Bee Kind
3. Bee Healthy
4. Bee Your Best

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.

Single School Culture for Academics is the backbone of our beliefs about teaching and learning. Through professional development and Professional Learning Communities (PLC), common best practices are embedded in all we do. Some examples are: teacher data analysis guiding standards-based instruction, appropriate and timely diagnosis and remediation, and individual student-based goal setting and learning.

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, taught by a certified health teacher. All available funding goes towards after school clubs focused on fitness and nutrition. ALLAMANDA also sponsors an annual Health Fair and Field Day, involving our community, families, and staff.

ALLAMANDA has a strong intervention team and regular School Based Team meetings addressing all concerns, behavioral, academic and attendance. School Based Team meetings are held on a regular basis, providing staff with a forum to share both academic and social needs of our students, planning for support and/or remediation. Students also interact with our guidance counselor on a regular basis on our fine arts wheel.

For school year 2018, ALLAMANDA will begin integrating mindful education into our day. Our staff will participate in professional development preschool, sponsored by a grant from the Honda Classic.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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.

As it relates to Strategic Initiative #1, ALLAMANDA is committed to providing effective and relevant instruction to meet the needs of all of our students. Professional development and PLC time is primarily centered here.

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.

ALLAMANDA teachers are trained in research-based programs, designed to close the gap of student needs: Foundations, Wilson, Leveled Literacy Intervention (LLI), and Just Words, to name a few.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

ALLAMANDA encourages frequent parent/teacher interaction beginning, during preschool, with Open

House, and following shortly thereafter with our Curriculum Night. There will be preschool training on best practices in communicating with parents.

As a Health and Wellness Choice school, families are encouraged to become involved in ways that best meet their needs. "Come Walk with Us" is a Friday morning weekly family event. ALLAMANDA sponsors monthly activities, including a Health Expo, or more involved participation, such as our running club, attending community sponsored weekend races.

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 FY18: 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 Frenchman's Creek and BallenIsles, to name a few.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Berling, Ryann	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
Sunshine, Stephanie	Teacher, K-12
Meumann, Susan	Teacher, K-12
Fitzmorris, Deborah	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.

ALLAMANDA is fortunate to have numerous teacher leaders. Different teams have specific functions, contributing to the whole.

First, administrators meet with grade chairs on a monthly basis in an informational type meeting. As PLC leaders, the status of their meeting is also an important focus.

Second, our leadership team meets on a regular basis. Their work revolves around student achievement. For this purpose, the group attends various PLC meetings. Data analysis, student issues (academic, attendance, behavioral), remediation and testing, go through this team. They meet biweekly (primary/intermediate).

Lastly, we also have an administrative-type team. They are responsible for the numerous activities that take place throughout the year. The main focus is on parent and community involvement.

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 and data is our focus. Strategic initiative #1, Effective and relevant instruction to meet the needs of all students, is our goal.

Our School Based Team also functions to support this initiative. Teachers meet with each other and SBT members on a regular basis, coordinating and adjusting services to best meet the needs of all kids.

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
Stephanie Sunshine	Teacher
Suzie Inman	Parent
Sarah Warren	Teacher
Susan Meumann	Teacher
Stephanie Clark	Teacher
Juan and Teresa Atkins	Parent
Steven Clanton	Parent
Claudia Nieve-Hanzas	Parent
Patrick Walsh	Parent
Felicia Phair	Parent
Judy Seyler	Parent
Mary McCurty	Parent
Christine Black	Teacher
Marianna Frankwitt	Teacher
Kelly Metrisin	Teacher
Lauren Warshaw	Teacher
Darline Derisma	Parent
Mureille Derisma	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC members reviewed the data from FY17. The FY17 plan was also reviewed at the May 2017 meeting, getting input from stakeholders on what was achieved and needs for FY18. Newly appointed SAC members will review end of the year data, FY17 recommendations, and draft plan for FY18 and submit final approval.

b. Development of this school improvement plan

The ALLAMANDA FY18 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 2017 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.

School Nurse Bonus to be used on clinic supplies (\$257.59)
 Music Recorders (\$525)
 Book of the Month Program (\$2293.20)

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
Bastidas, Alexis	Teacher, ESE
Puppo, Sheri	Teacher, K-12

b. Duties

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

Strategic theme #1, effective and relevant instruction to meet the needs of all students, is fulfilled by our literacy leadership team through their dedication to literacy and our belief that all children can and will succeed. They effectively monitor the objectives that define this initiative: shared commitment and collective responsibility for all children learning, personalized learning for all, and academic proficiency for all Pre-K through 2nd graders.

The ALLAMANDA Literacy Leadership Team participates in 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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, including mindfulness training.

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

Strategic initiative #12 and #13 are reflected here in our best practices, developing and implementing a recruitment system that attracts high quality and diversity in candidates, and developing and implementing rigor in selecting and hiring that effectively identify and screen for high quality, skilled applicants.

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
- core belief that administrators are here to support teachers in their commitment to student achievement

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. For FY18, we have no first year teachers.

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.

ALLAMANDA creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the Florida 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.

PLCs serve as a valuable opportunity for teachers to collaborate and plan together in a supportive environment. Blender is a district provided tool often used.

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.

ALLAMANDA is committed to Strategic Initiative #6, developing the capacity to deliver effective instruction.

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 Supplemental Academic Instruction (SAI), English Language Learners (ELL), Varying Exceptionalities (VE math and reading), Speech, and Gifted. Tutoring is also an alternative. 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. Parents are also involved.

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.

Strategic Initiative # 2, embedding cultural competence, equity and access within instructional practices, is evident, whether it be through our large program for students with autism, or our newly developed math Accelerated Mathematics Plan (AMP) program.

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: 43,200

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

Strategic Initiative #1, #2, and #6 are the rationale to support this work.

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. Teachers will have opportunities at PLC to analyze data provided and student grouping.

Strategy: Before School Program

Minutes added to school year: 4,500

Tutoring

Strategy Rationale

Strategic Initiative #1, #2 and #6 provide the rationale for this extended learning opportunity.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sunshine, Stephanie, stephanie.sunshine@palmbeachschools.org

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

Data from various sources (iReady, Performance Matters, EDW, and Reading Running Records) will be supplied to PLC groups.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

Strategic Initiatives #1, #2, and #6, are evident in our early intervention program for students with autism. Our two ASD Pre-K classes support the smooth transition to our ASD kindergarten classrooms, providing a continuum of services.

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.

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. This is in line with district Strategic Initiative #2, positive and supportive school climate.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = 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

G094790

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	94.0
ELA/Reading Gains	68.0
FSA ELA Achievement - Grade 3	75.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge at meeting the various needs of our students due to limited time to collaborate and designing appropriate interventions.

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 (literacy block).
- Numerous teacher leaders with a variety of background knowledge.

Plan to Monitor Progress Toward G1. 8

Monitored at biweekly SBT meetings: RRR, iReady reports, diagnostics, informal classroom assessments

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 9/13/2017 to 5/25/2018

Evidence of Completion

Reports from EDW and Performance Matters

Plan to Monitor Progress Toward G1. 8

Monitored at PLC meetings: student data, both formal and informal, including teacher plans and schedules.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Meeting minutes, student data (RRR, iReady reports, diagnostics, informal classroom assessments), Intervention team schedules

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. 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**

 G094790

G1.B6 We have a challenge at meeting the various needs of our students due to limited time to collaborate and designing appropriate interventions. **2**

 B254894

G1.B6.S1 Provide instructional and support staff with a variety of professional learning opportunities to ensure they are able to meet the needs of our students. **4**

 S269306

Strategy Rationale

Strategic Initiative #3 and #6.

Action Step 1 **5**

Revamp master schedule to maximize teacher and student time on task.

Person Responsible

Marilu Garcia

Schedule

On 8/24/2017

Evidence of Completion

Master board, teacher schedule.

Action Step 2 **5**

Revamp PLC agenda to better guide the process.

Person Responsible

Marilu Garcia

Schedule

On 8/25/2017

Evidence of Completion

Revised agenda and protocol system for PLCs.

Action Step 3 5

Schedule the following professional development UDL, Core Action, Essential Training, and literacy initiatives.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 8/14/2017 to 12/15/2017

Evidence of Completion

Meeting agendas/minutes

Action Step 4 5

Staff will focus on the first pillar: increasing reading on grade level by 3rd grade, through our focus on standards based instruction, participation in PLCs, strong literacy blocks, necessary interventions, and Palm Beach Model of Instruction.

Person Responsible

Marilu Garcia

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student data including Reading Running Records, iReady diagnostics, FSQs, FSA diagnostics

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Monitor all key meetings: PLC and SBT.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Meeting agendas and minutes.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

All PD will be on-going, discussed, and monitored.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 8/14/2017 to 12/22/2017

Evidence of Completion

Meeting minutes will demonstrate discussion and implementation.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Follow up classroom walkthrough to review implementation of PLC plans.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PLC follow up meeting minutes, feed back recorded in iObservation

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Teacher will collaborate on lesson learned: peer observations and planning.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 8/14/2017 to 12/22/2017

Evidence of Completion

iObservation results

G1.B6.S2 Provide students with the social emotional tools to achieve academic success. 4

S269307

Strategy Rationale

Strategic Objective #1 (Theme: Positive and Supportive School Climate)

Action Step 1 5

Staff will be trained in MindUp.

Person Responsible

Deborah Feinsinger

Schedule

On 8/10/2017

Evidence of Completion

Agenda and sign in sheets.

Action Step 2 5

MindUp strategies will be integrated into daily lessons.

Person Responsible

David Dickerson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data analysis: attendance, discipline reports, teacher referrals, attendance reports, SBT minutes

Action Step 3 5

Parent training will be provided.

Person Responsible

Deborah Feinsinger

Schedule

On 1/25/2018

Evidence of Completion

Attendance sheets.

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Ongoing item on PLC agenda for review.

Person Responsible

Marilu Garcia

Schedule

Biweekly, from 8/21/2017 to 5/23/2018

Evidence of Completion

PLC discussions and minutes.

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

School based team will review referrals, reflecting decreased teacher concerns.

Person Responsible

Sheri Puppò

Schedule

Monthly, from 9/13/2017 to 5/16/2018

Evidence of Completion

SBT minutes and student data sheets.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B6.S2.A1 A359480	Staff will be trained in MindUp.	Feinsinger, Deborah	8/10/2017	Agenda and sign in sheets.	8/10/2017 one-time
G1.B6.S1.A1 A359476	Revamp master schedule to maximize teacher and student time on task.	Garcia, Marilu	8/8/2017	Master board, teacher schedule.	8/24/2017 one-time
G1.B6.S1.A2 A359477	Revamp PLC agenda to better guide the process.	Garcia, Marilu	8/7/2017	Revised agenda and protocol system for PLCs.	8/25/2017 one-time
G1.B6.S1.A3 A359478	Schedule the following professional development UDL, Core Action, Essential Training, and...	Garcia, Marilu	8/14/2017	Meeting agendas/minutes	12/15/2017 biweekly
G1.B6.S1.MA4 M384105	Teacher will collaborate on lesson learned: peer observations and planning.	Garcia, Marilu	8/14/2017	iObservation results	12/22/2017 biweekly
G1.B6.S1.MA3 M384107	All PD will be on-going, discussed, and monitored.	Garcia, Marilu	8/14/2017	Meeting minutes will demonstrate discussion and implementation.	12/22/2017 biweekly
G1.B6.S2.A3 A359482	Parent training will be provided.	Feinsinger, Deborah	1/25/2018	Attendance sheets.	1/25/2018 one-time
G1.B6.S2.MA1 M384108	School based team will review referrals, reflecting decreased teacher concerns.	Puppo, Sheri	9/13/2017	SBT minutes and student data sheets.	5/16/2018 monthly
G1.B6.S2.MA1 M384109	Ongoing item on PLC agenda for review.	Garcia, Marilu	8/21/2017	PLC discussions and minutes.	5/23/2018 biweekly
G1.MA1 M384110	Monitored at biweekly SBT meetings: RRR, iReady reports, diagnostics, informal classroom...	Garcia, Marilu	9/13/2017	Reports from EDW and Performance Matters	5/25/2018 biweekly
G1.MA2 M384111	Monitored at PLC meetings: student data, both formal and informal, including teacher plans and...	Garcia, Marilu	8/21/2017	Meeting minutes, student data (RRR, iReady reports, diagnostics, informal classroom assessments), Intervention team schedules	5/25/2018 biweekly
G1.B6.S1.MA1 M384104	Follow up classroom walkthrough to review implementation of PLC plans.	Garcia, Marilu	8/14/2017	PLC follow up meeting minutes, feed back recorded in iObservation	5/25/2018 biweekly
G1.B6.S1.MA1 M384106	Monitor all key meetings: PLC and SBT.	Garcia, Marilu	8/14/2017	Meeting agendas and minutes.	5/25/2018 biweekly
G1.B6.S1.A4 A359479	Staff will focus on the first pillar: increasing reading on grade level by 3rd grade, through our...	Garcia, Marilu	8/14/2017	Student data including Reading Running Records, iReady diagnostics, FSQs, FSA diagnostics	6/1/2018 daily
G1.B6.S2.A2 A359481	MindUp strategies will be integrated into daily lessons.	Dickerson, David	8/14/2017	Data analysis: attendance, discipline reports, teacher referrals, attendance reports, SBT minutes	6/1/2018 daily

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.B6 We have a challenge at meeting the various needs of our students due to limited time to collaborate and designing appropriate interventions.

G1.B6.S1 Provide instructional and support staff with a variety of professional learning opportunities to ensure they are able to meet the needs of our students.

PD Opportunity 1

Schedule the following professional development UDL, Core Action, Essential Training, and literacy initiatives.

Facilitator

Area reading coaches, district personnel, administrator

Participants

PLC groups

Schedule

Biweekly, from 8/14/2017 to 12/15/2017

PD Opportunity 2

Staff will focus on the first pillar: increasing reading on grade level by 3rd grade, through our focus on standards based instruction, participation in PLCs, strong literacy blocks, necessary interventions, and Palm Beach Model of Instruction.

Facilitator

Various area, district and in-house personnel

Participants

All staff

Schedule

Daily, from 8/14/2017 to 6/1/2018

G1.B6.S2 Provide students with the social emotional tools to achieve academic success.

PD Opportunity 1

Staff will be trained in MindUp.

Facilitator

MindUp Staff

Participants

Select teachers

Schedule

On 8/10/2017

PD Opportunity 2

Parent training will be provided.

Facilitator

MindUp staff

Participants

Allamanda parents

Schedule

On 1/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B6.S1.A1	Revamp master schedule to maximize teacher and student time on task.	\$0.00
2	G1.B6.S1.A2	Revamp PLC agenda to better guide the process.	\$0.00
3	G1.B6.S1.A3	Schedule the following professional development UDL, Core Action, Essential Training, and literacy initiatives.	\$0.00
4	G1.B6.S1.A4	Staff will focus on the first pillar: increasing reading on grade level by 3rd grade, through our focus on standards based instruction, participation in PLCs, strong literacy blocks, necessary interventions, and Palm Beach Model of Instruction.	\$0.00
5	G1.B6.S2.A1	Staff will be trained in MindUp.	\$0.00
6	G1.B6.S2.A2	MindUp strategies will be integrated into daily lessons.	\$0.00
7	G1.B6.S2.A3	Parent training will be provided.	\$0.00
Total:			\$0.00