

The School District of Palm Beach County

Allamanda Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Berling, Ryann	Teacher, K-12
Warshaw, Lauren	Teacher, K-12
Gross, Helen	Teacher, ESE
Black, Christine	Teacher, ESE
Feinsinger, Deborah	Teacher, ESE
Garcia, Marilu	Principal
Warren, Sarah	Teacher, K-12
Sunshine, Stephanie	Teacher, K-12
Meumann, Susan	Teacher, K-12
Sterling, Melissa	Teacher, K-12
Wolfe, Kristy	Teacher, K-12

Duties

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're responsible for the numerous activities that take place throughout the year. The main focus is on parent and community involvement.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	29	17	7	20	9	12	0	0	0	0	0	0	0	94
One or more suspensions	2	1	0	0	0	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	26	16	35	34	38	36	0	0	0	0	0	0	0	185
Level 1 on statewide assessment	0	0	0	22	20	21	0	0	0	0	0	0	0	63

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	9	4	2	17	22	20	0	0	0	0	0	0	0	74

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	0	1	10	14	7	0	0	0	0	0	0	0	33
Retained Students: Previous Year(s)	1	0	1	7	14	7	0	0	0	0	0	0	0	30

Date this data was collected

Monday 9/24/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

ELA achievement: grade 3 showed no growth in percent passing (stayed at 66%); grade 4 saw a slight decrease in percent passing (from 66 to 63%); learning gains were negligible (65 to 63% overall).
 Math achievement: grade 4 decreased in percent passing (75 to 70%).
 Subgroups: even though there was an increase for our ELLs in ELA, it still falls below other subgroups (24 to 46% passing).

Which data component showed the greatest decline from prior year?

Math achievement: learning gains showed a significant decrease (72 to 60%); while learning gains for the lowest 25% showed the greatest decline (from 75 to 52%).

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

Math achievement: learning gains here were the only area close to state average (60 is school, while 59% is state).
 School averages were all above state scores.

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

ELA achievement: grade 5 showed positive growth in percent passing (63 to 71%).
 Math achievement: both third grade and fifth grade showed an increase in percent passing (3rd: 60 to 71%=+11 and 5th: 58 to 65%=+7)
 Science achievement: percent passing went from 65 to 70%. This is not really a continual trend up (2015:75% and 2016: 67%)

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

Through our PLC planning, we increased our focus on standards based instruction, student self-monitoring, goal setting, and targeted tutoring.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	70%	57%	56%	63%	52%	52%
ELA Learning Gains	63%	61%	55%	56%	56%	52%
ELA Lowest 25th Percentile	65%	56%	48%	49%	51%	46%
Math Achievement	71%	65%	62%	74%	61%	58%
Math Learning Gains	60%	63%	59%	68%	61%	58%
Math Lowest 25th Percentile	52%	53%	47%	46%	51%	46%
Science Achievement	70%	56%	55%	67%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	29 (18)	17 (16)	7 (12)	20 (16)	9 (14)	12 (10)	94 (86)
One or more suspensions	2 (0)	1 (3)	0 (1)	0 (2)	0 (2)	2 (0)	5 (8)
Course failure in ELA or Math	26 (18)	16 (12)	35 (22)	34 (39)	38 (37)	36 (34)	185 (162)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	22 (26)	20 (18)	21 (20)	63 (64)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	66%	56%	10%	57%	9%
	2017	66%	54%	12%	58%	8%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	63%	58%	5%	56%	7%
	2017	66%	57%	9%	56%	10%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
05	2018	71%	59%	12%	55%	16%
	2017	63%	52%	11%	53%	10%
Same Grade Comparison		8%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	71%	63%	8%	62%	9%
	2017	60%	62%	-2%	62%	-2%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	70%	63%	7%	62%	8%
	2017	75%	64%	11%	64%	11%
Same Grade Comparison		-5%				
Cohort Comparison		10%				
05	2018	65%	66%	-1%	61%	4%
	2017	58%	61%	-3%	57%	1%
Same Grade Comparison		7%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	68%	56%	12%	55%	13%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	55	59	60	56	64	58	53				
ELL	46	57	55	57	58	40					
ASN	71	80		86	90						
BLK	51	54	45	68	60	50	56				
HSP	68	71	71	63	62	45	67				
MUL	71	70		57	60						
WHT	83	60		78	55	67	80				
FRL	62	61	59	67	59	50	64				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	49	51	59	52	57	75	39				
ELL	24	59	82	34	71						
BLK	44	55	59	59	73	63	43				
HSP	67	66	57	59	70	85	71				
MUL	82	86		76	86						
WHT	80	65	67	74	69	70	71				
FRL	63	67	70	60	66	72	62				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	In alignment with the District's Strategic Plan, LTO #1, increase reading on grade level by third grade, ensuring progress through ELA student achievement.
Rationale	Our demonstrated ELA proficiency for 2018 was 66% in grade three. To meet our 2019 goal, and ultimately to reach our 2021 target as outlined in the district Strategic Plan, we need to increase by 5% and then 10% each year thereafter.
Intended Outcome	*Improve ELA proficiency by 5% in grade three, to be on target for meeting LTO #1 of the Strategic Plan by 2021. *Improve the ELL subgroup percent passing ELA by 5%.
Point Person	Marilu Garcia (marilu.garcia@palmbeachschools.org)
Action Step	
Description	<p>Focusing on Pillars of Effective Instruction: students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on Reading and Writing across the content areas, increasing the academic achievement of all students. We will continue to develop the capacity to deliver effective instruction from pre-kindergarten through grade 2.</p> <ol style="list-style-type: none"> 1. A Reading Committee, formed across grade levels, will meet on a regular basis to plan staff development as needed and all other related issues, such as data collection, personalized intervention needs, both remediation and enrichment, and curriculum planning. (S. Sunshine) 2. Teachers in grade 1 and grade 3 will participate in "Literacy and Know Your Five" with district coaching, focusing on small group instruction, and differentiation. 3. Grade 2 will focus on shared reading and shared writing with district coaching. (M. Sterling) 4. PLC planning, with internal coaching, will examine the status of RRR and conference documentation, particularly in K through 2. 5. PLC focus for grades 4 and 5 will be on writing. Best practices will be reviewed, differentiation of instruction, scope and sequence, and scoring with fidelity. 6. Our Intervention team will target and assist classes through ongoing data analysis, keeping groups fluid, based on need, providing all students with personalized instruction. (S. Puppo) 7. We will participate in Leadership visits, walking through classrooms, focusing on standards-based instruction, independent reading time and use of complex text. 8. As part of our PBS initiative and in alignment with Allamanda goals as a Health and Wellness Choice school, we will participate in further mindfulness training, including parents, providing all students with tools to problem solve, reduce stress and deal with conflict. (D. Feinsinger) 9. Continue using ELL strategies: language-rich environment with time for practice, build on background knowledge of students and differentiate materials based on need and provide equity and access to all. (M. Frankwitt) 10. Include a cultural diversity family event, involving students and families recognizing our strength as a community while still honoring and respecting our differences. (M. Frankwitt & C. Carrion)
Person Responsible	Marilu Garcia (marilu.garcia@palmbeachschools.org)
Plan to Monitor Effectiveness	

An administrator will do the following:

- *Attend all PLCs.

- *Monitor district training, getting teacher feedback, as well as that of the coaches.

- *Monitor test results (RRR, PBPA, FSQs, Diagnostics)

Description

- *Meet monthly with the Intervention team to review data, schedules and any updates needed.

- *Walkthroughs at least weekly.

- *Solicit feedback following Leadership visit and shared out at PLC, discussing both positives and areas for improvement.

- *Collect meeting agendas, sign-ins, and minutes.

Person

Responsible

Marilu Garcia (marilu.garcia@palmbeachschools.org)

Activity #2	
Title	To ensure math academic achievement in alignment to the District's Strategic Plan; LTO #2 High School readiness.
Rationale	While Math achievement overall showed a slight increase (67% to 71%), math gains did not improve, especially for the lowest 25% (from 75% to 52%).
Intended Outcome	Improve math achievement gains for the lowest 25% by 10%. This falls in line with the district Strategic Plan/ strategic theme: effective and relevant instruction to meet the needs of all students. The objective is to establish personalized learning opportunities for all students, as well as the initiative: provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner as most appropriate.
Point Person	Marilyn Garcia (marilu.garcia@palmbeachschools.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Convene a math committee to review data, determine PD, and guide next steps, implementing standards-based instruction. (J. McComas) 2. Continue AMP into grade 4 providing enrichment opportunities. Instruction will be differentiated through push-in services to grade 3 AMP. (D. Feinsinger) 3. Review the master schedule and put changes in place to optimize 5th-grade instructional time. 4. Analyze data of the lowest 25% with grades 4 and 5, setting personal goals, providing tutoring, and support as needed. (A. Bastidas) 5. Refer struggling students to SBT and into RTI process; particularly when reading intervention is needed. (S. Puppo) 6. Participate in district Trailblazer program, completing PD and implementation in classrooms, providing digital and blended learning opportunities utilizing current technology. 7. Plan parent training to encourage assistance in the home. 8. Plan math challenges, particularly in the area of math facts. Include summer challenge. 9. Grade level teacher will attend district cadre and share with the team at following PLC, providing instructional programming customized to the individual strengths, needs, interest, and aspirations of each learner.
Person Responsible	Marilyn Garcia (marilu.garcia@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<p>An administrator will do the following:</p> <ul style="list-style-type: none"> *Attend all PLCs. *Utilize "look fors", visiting math classrooms biweekly. *Meet regularly with Intervention team members, reviewing the progress of lowest 25%, adjusting instruction as needed. *Regularly review data at PLCs: iReady, Diagnostics, and FSQs. *Collect meeting agendas, sign-ins, and minutes.
Person Responsible	Marilyn Garcia (marilu.garcia@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

ALLAMANDA communicates with families through our school website, 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 Nights. 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 provide families of students with disabilities the same opportunities as the general population.

PFEP Link

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

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

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 toward after-school clubs focused on fitness and nutrition. ALLAMANDA also sponsors an annual Health Fair and Field Day, involving our community, families, and staff. This year, we have added a putting green to our campus, fostering good sportsmanship, cooperation, and teamwork.

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 the school year 2019, ALLAMANDA will continue to integrate mindful education into our day. We will continue to support brain breaks and structured recess.

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 into feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improve 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 90 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.

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.

In alignment with school board policy 2.09 and Florida State Statute 1003.42, our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics, and women within US History. Our studies of the Holocaust culminate in our safety patrols field trip to Washington, D.C., visiting related sites.

Teachers meet in regular 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 students.

In FY19, ALLAMANDA has reinstated our cross-grade level committees. Their focus is primarily academic: reading, math, science, health and wellness, and behavior management. The committee chairs share out at monthly School Advisory Council (SAC) meetings, keeping them in the loop.

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

Part V: Budget

Palm Beach - 0101 - Allamanda Elementary School - 2018-19 SIP
Allamanda Elementary School

Total:	\$1,416.00
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