



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Allamanda Elementary School

10300 ALLAMANDA DR

Palm Beach Gardens, FL 33410

561-803-7200

www.edline.net/pages/allamanda_elementary_school

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 62%
Alternative/ESE Center No	Charter School No	Minority Rate 57%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Allamanda Elementary School

Principal

Marilu Garcia

School Advisory Council chair

Wayne Anderson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Pam South	Kindergarten Grade Chair
Melissa Sterling	1st Grade Chair
Jessica Pate	2nd Grade Chair
Stephanie Sunshine	3rd Grade Chair
Susan Meumann	4th Grade Chair
Jennifer Singler	5th Grade Chair
Dexter Nichols	Fine Arts Grade Chair
Helen Gross	ESE Grade Chair
Christine Black	ASD Grade Chair

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The Allamanda Elementary School Advisory Council will assist in the preparation and evaluation of the School Improvement Plan. They will address the issues relative to budget, training, instructional materials, technology, staffing, student support services, school safety, discipline strategies, student health and fitness and other matters of resource allocation. The council will do data analysis of student achievement and school performance. They will also participate in the preparation of the school budget.

Projected use of school improvement funds, including the amount allocated to each project

The current available funds for school improvement is \$135.97. At this time additional funds are not expected to be received from the state for the SAC to fund any projects.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Marilu Garcia		
Principal	Years as Administrator: 20	Years at Current School: 13
Credentials	BA in Psychology; Masters in Language Communications; Reading Specialist Certification; Certified in Elementary Ed, ESE, and Educational Leadership	
Performance Record	<p>Principal at Allamanda Elementary 2006-07; School Grade- A; AYP- No; 97% of criteria met; SWD 94% tested in Math;83% Reading Mastery, 83% Math Mastery, Science Mastery 55%. Principal at Allamanda Elementary 2007-08; School Grade- A; AYP- No; 97% of criteria met; Black students did not meet AYP in Reading or Math; Reading Mastery 83%; Math Mastery 88%; Science Mastery 57%. Principal at Allamanda Elementary 2008-09; School Grade- A; AYP- Yes; Reading Mastery 88%; Math Mastery 89%; Science Mastery 71%. Principal at Allamanda Elementary 2009-2010; School Grade- A; AYP- No; Reading Mastery 88%; Math Mastery 88%; Science Mastery 76%; Principal at Allamanda Elementary 2010-2011; School Grade- A; AYP- No; Reading Mastery 89%; Math Mastery 89%; Science Mastery 73%; Principal at Allamanda Elementary 2011-2012; School Grade- A; Reading Mastery 69%; Math Mastery 63%; Science Mastery 72%; Principal at Allamanda Elementary 2012-2013; School Grade- A; Reading Mastery 64%; Math Mastery 68%; Science Mastery 64%;</p>	

David Dickerson		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	BS in Elementary Education; MS in Educational Leadership; Certification in Elementary Ed (1-6) and Educational Leadership	
Performance Record	<p>Assitant Principal at Allamanda Elementary 2009-2010; School Grade- A; AYP- No; Reading Mastery 88%; Math Mastery 88%; Science Mastery 76%. Assistant Principal at Allamanda Elementary 2010-2011; School Grade- A; AYP- No; Reading Mastery 89%; Math Mastery 89%; Science Mastery 73%; Assistant Principal at Allamanda Elementary 2011-2012; School Grade- A; Reading Mastery 69%; Math Mastery 63%; Science Mastery 72%; Assistant Principal at Allamanda Elementary 2012-2013; School Grade- A; Reading Mastery 64%; Math Mastery 68%; Science Mastery 64%.</p>	

Classroom Teachers

of classroom teachers

61

receiving effective rating or higher

61, 100%

Highly Qualified Teachers

100%

certified in-field

55, 90%

ESOL endorsed

54, 89%

reading endorsed

3, 5%

with advanced degrees

25, 41%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

15, 25%

with 6-14 years of experience

25, 41%

with 15 or more years of experience

24, 39%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

0, 0%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Staff is involved in all aspects of hiring. This creates a supportive atmosphere. With 16 units of students with autism, it is essential to attract and hire teachers with prior experience in the field, if possible.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We begin the year with a new teacher orientation. Grade chairs serve as mentors. We have no new teachers this year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Not only do teachers and administration meet in learning teams by grade level, we also meet in SIP committees by subject area across the grades. Committee liaisons report to SAC monthly. Concerns are addressed and plans are adjusted as needed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data is drawn from the district's Educational Data Warehouse on a regular basis (RRR and diagnostic test data). The Marzano model is used to monitor student achievement in the classroom through Walkthroughs, deliberate teacher planning and growth and evaluation.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Administrators meet twice a year with students on an individual basis, analyze their own data and set goals. This process then trickles down to parents as students share their data and goals.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Principal & Rtl facilitator

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Marilu Garcia	Principal
Pam South	Kindergarten
Melissa Sterling	1st Grade
Jessica Pate	2nd Grade
Stephanie Sunshine	3rd Grade
Susan Meumann	4th Grade
Susan Blum	5th Grade
Jyoti Kabadi	Primary ASD
Christine Black	Intermediate ASD

How the school-based LLT functions

This team meets on a monthly basis. We have a Rtl facilitator that monitors interventions and chairs meetings. Appropriate staff members and parents are invited to meetings.

Major initiatives of the LLT

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

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	64%	No	79%
American Indian				
Asian	74%	62%	No	77%
Black/African American	63%	43%	No	67%
Hispanic	68%	62%	No	71%
White	88%	74%	No	89%
English language learners	57%	39%	No	61%
Students with disabilities	69%	48%	No	72%
Economically disadvantaged	70%	60%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	32%	40%
Students scoring at or above Achievement Level 4	84	32%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Level 7	20	56%	65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	221	74%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	37	78%	82%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	35	51%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	25%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	24%	30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	73	74%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		75%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	67%	No	80%
American Indian				
Asian	81%	85%	Yes	83%
Black/African American	60%	52%	No	64%
Hispanic	78%	63%	No	81%
White	83%	75%	No	85%
English language learners	68%	44%	No	71%
Students with disabilities	73%	62%	No	76%
Economically disadvantaged	74%	63%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	31%	33%
Students scoring at or above Achievement Level 4	94	36%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7	17	49%	54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	229	77%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	76%	78%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	32%	40%
Students scoring at or above Achievement Level 4	29	35%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		45%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		45
Participation in STEM-related experiences provided for students	200	35%	50%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	27	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	1	0%	0%
Students who are not proficient in reading by third grade	35	42%	35%
Students who receive two or more behavior referrals	13	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Allamanda is a Health and Wellness campus this school year. We have set goals for students, staff, and families.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Allamanda families will increase their awareness of the value of healthy eating and daily physical activity by attending at least one evening educational activity.	0	0%	50%

Area 10: Additional Targets

Additional targets for the school

Allamanda Elementary 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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
K-5	665	100%	100%

Goals Summary

- G1.** Allamanda Elementary will increase the numbers of students in grades 3 through 5 passing FCAT 2.0 reading by 6%.
- G2.** Allamanda Elementary will increase the number of 4th grade students scoring 3.5 or above on FCAT writing by 6%.
- G3.** Allamanda Elementary will increase parental involvement in health and wellness activities for FY14.

Goals Detail

G1. Allamanda Elementary will increase the numbers of students in grades 3 through 5 passing FCAT 2.0 reading by 6%.

Targets Supported

Resources Available to Support the Goal

- Balanced literacy and Reader's/Writer's Workshop trained teachers
- Biweekly Learning Team Meetings
- Intervention specialists: SAI, VE and ELL.
- New and most up to date curriculum (classroom libraries, resources rooms, kits)
- New health and wellness campus
- Tutoring and mentoring programs

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Teacher data chats

Person or Persons Responsible

Administration

Target Dates or Schedule:

After diagnostics

Evidence of Completion:

Final FCAT scores

G2. Allamanda Elementary will increase the number of 4th grade students scoring 3.5 or above on FCAT writing by 6%.

Targets Supported

- Writing

Resources Available to Support the Goal

- 4th grade writing tutoring
- Collaboration at regularly scheduled learning team meetings
- Experienced writing team
- Write'rs workshop implemented in grades K-5
- Sixty minute writing block

Targeted Barriers to Achieving the Goal

- Challenging special needs population

Plan to Monitor Progress Toward the Goal

Review all Palm Beach Writes

Person or Persons Responsible

Administration

Target Dates or Schedule:

September, October, November, January, February, & May

Evidence of Completion:

FCAT scores

G3. Allamanda Elementary will increase parental involvement in health and wellness activities for FY14.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent Liaison
- Community and business support
- Commit 2B Fit Agendas, grades K-5, for home/school use
- Health and wellness clubs, lab, fitness room and indoor trail
- Healthy fundraiser
- Dedicated staff members: 2 P.E. teachers, program contact, health lab teacher

Targeted Barriers to Achieving the Goal

- New program, limited funding

Plan to Monitor Progress Toward the Goal

Document attendance at all events.

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule:

Following all events

Evidence of Completion:

Sign-in sheets/tallies

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Allamanda Elementary will increase the numbers of students in grades 3 through 5 passing FCAT 2.0 reading by 6%.

G1.B1 Large population of special needs students, requiring much differentiation.

G1.B1.S1 Include all teachers, as well as SLPs, in the training and implementation of all district reading initiatives: balanced literacy roll-out, RRR, and LLI.

Action Step 1

Do a needs assessment and sign up all reading teachers and SLPs for district offered reading trainings.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 & ongoing

Evidence of Completion

Teacher TDE

Facilitator:

District

Participants:

All assigned reading teachers and SLPs

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

Implementation of initiatives in all reading classes.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs

Plan to Monitor Effectiveness of G1.B1.S1

Increased student achievement for all students.

Person or Persons Responsible

Learning team, including teachers and administrator

Target Dates or Schedule

Biweekly

Evidence of Completion

Review of data: RRR and diagnostic scores

G1.B2 Various levels of teacher training and implementation

G1.B2.S3 Schedule time for teacher planning, collaboration and peer observation.

Action Step 1

Increase training for new teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

District scheduled PD dates

Evidence of Completion

Calendar

Facilitator:

Staff Developer/Team leader/District trainers

Participants:

New reading teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Successful implementation of new curriculum

Person or Persons Responsible

Administration

Target Dates or Schedule

Post trainings, pre LTM

Evidence of Completion

Classroom walkthroughs

Plan to Monitor Effectiveness of G1.B2.S3

Teacher collaboration

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Classroom follow up through observations

G1.B3 Time management: planning, observations, collaboration

G1.B3.S1 Dedicate PD time to teacher team planning.

Action Step 1

Increase all teacher plan time.

Person or Persons Responsible

Principal, reading lead teacher

Target Dates or Schedule

All PD dates, biweekly LTMs

Evidence of Completion

Agendas

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

Teacher data chats

Person or Persons Responsible

Principal

Target Dates or Schedule

Fall & Spring

Evidence of Completion

Teacher sign-in

Plan to Monitor Effectiveness of G1.B3.S1

End of year survey

Person or Persons Responsible

Administration

Target Dates or Schedule

May 2014

Evidence of Completion

Tallied results

G2. Allamanda Elementary will increase the number of 4th grade students scoring 3.5 or above on FCAT writing by 6%.

G2.B2 Challenging special needs population

G2.B2.S1 Include all 4th grade writing teachers in trainings, collaborative discussions (LTM), scoring sessions, and planning meetings.

Action Step 1

4th grade inclusive team planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly starting September 2013

Evidence of Completion

Sign in sheets

Facilitator:

Grade chair

Participants:

All 4th grade writing teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Implementation and remediation of shared writing strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Prior to biweekly LTM and following trainings

Evidence of Completion

Observations/walkthroughs

Plan to Monitor Effectiveness of G2.B2.S1

Steady increase in performance on writing prompts for all 4th graders.

Person or Persons Responsible

Administration

Target Dates or Schedule

Learning team meeting

Evidence of Completion

Palm Beach Writes scores

G3. Allamanda Elementary will increase parental involvement in health and wellness activities for FY14.

G3.B1 New program, limited funding

G3.B1.S1 Partner with community resources (Whole Food, Palm Beach Gardens Green Market, Girls on the Run, etc), providing free and inexpensive alternatives for families.

Action Step 1

Research and meet with community resources supporting our health/wellness initiative.

Person or Persons Responsible

Health/Wellness contact

Target Dates or Schedule

Beginning in August and ongoing

Evidence of Completion

Calendar of events

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Events are scheduled, planned, advertised appropriately.

Person or Persons Responsible

Health/Wellness contact

Target Dates or Schedule

Year long

Evidence of Completion

Parent sign-in sheets

Plan to Monitor Effectiveness of G3.B1.S1

Tally increased attendance at family events, educating parents on importance of family health/wellness.

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

End of year

Evidence of Completion

Parent survey

G3.B1.S2 Through healthy fundraiser, Boosterthon, dedicate funds to building a track and outdoor fitness trail for whole school family activities.

Action Step 1

Build healthy options for family sharing.

Person or Persons Responsible

PTO, Parent Liaison

Target Dates or Schedule

Starting in August, ongoing

Evidence of Completion

Fliers, pictures

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Create a timeline

Person or Persons Responsible

Program coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Calendar of events

Plan to Monitor Effectiveness of G3.B1.S2

Progress toward goal of track/trail.

Person or Persons Responsible

Program coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Work orders

G3.B1.S3 Create healthy ambassadors by starting grassroots with our children and dedicating all possible funding to wellness activities: a health and wellness wheel class for K-5, all after school clubs, agendas, focused on a healthy lifestyle.

Action Step 1

Share health and wellness information through agendas.

Person or Persons Responsible

Health Lab Teacher

Target Dates or Schedule

August and ongoing

Evidence of Completion

Agenda comments

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Attendance at health/wellness events

Person or Persons Responsible

Parent liaison

Target Dates or Schedule

Following each event

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of G3.B1.S3

End of year survey

Person or Persons Responsible

Title I Coordinator

Target Dates or Schedule

May 2014

Evidence of Completion

Survey results

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I funds will support student achievement through staff development and materials, particularly in the implementation of Reader's Workshop, Common Core Standards, and math initiatives. Tutoring will also be available through SAI and Title I funding.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS Programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Allamanda Elementary will increase the numbers of students in grades 3 through 5 passing FCAT 2.0 reading by 6%.

G1.B1 Large population of special needs students, requiring much differentiation.

G1.B1.S1 Include all teachers, as well as SLPs, in the training and implementation of all district reading initiatives: balanced literacy roll-out, RRR, and LLI.

PD Opportunity 1

Do a needs assessment and sign up all reading teachers and SLPs for district offered reading trainings.

Facilitator

District

Participants

All assigned reading teachers and SLPs

Target Dates or Schedule

August 2013 & ongoing

Evidence of Completion

Teacher TDE

G1.B2 Various levels of teacher training and implementation

G1.B2.S3 Schedule time for teacher planning, collaboration and peer observation.

PD Opportunity 1

Increase training for new teachers

Facilitator

Staff Developer/Team leader/District trainers

Participants

New reading teachers

Target Dates or Schedule

District scheduled PD dates

Evidence of Completion

Calendar

G2. Allamanda Elementary will increase the number of 4th grade students scoring 3.5 or above on FCAT writing by 6%.

G2.B2 Challenging special needs population

G2.B2.S1 Include all 4th grade writing teachers in trainings, collaborative discussions (LTM), scoring sessions, and planning meetings.

PD Opportunity 1

4th grade inclusive team planning

Facilitator

Grade chair

Participants

All 4th grade writing teachers

Target Dates or Schedule

Biweekly starting September 2013

Evidence of Completion

Sign in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Allamanda Elementary will increase the numbers of students in grades 3 through 5 passing FCAT 2.0 reading by 6%.	\$96,568
G2.	Allamanda Elementary will increase the number of 4th grade students scoring 3.5 or above on FCAT writing by 6%.	\$15,000
G3.	Allamanda Elementary will increase parental involvement in health and wellness activities for FY14.	\$19,377
Total		\$130,945

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Total
Title I	\$51,833	\$0	\$51,833
Operating Budget & Title I	\$0	\$64,112	\$64,112
K-12 Grant, After School Program, Title I	\$0	\$15,000	\$15,000
Total	\$51,833	\$79,112	\$130,945

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Allamanda Elementary will increase the numbers of students in grades 3 through 5 passing FCAT 2.0 reading by 6%.

G1.B1 Large population of special needs students, requiring much differentiation.

G1.B1.S1 Include all teachers, as well as SLPs, in the training and implementation of all district reading initiatives: balanced literacy roll-out, RRR, and LLI.

Action Step 1

Do a needs assessment and sign up all reading teachers and SLPs for district offered reading trainings.

Resource Type

Other

Resource

PD Substitutes, .5 paraprofessional to assist in inclusion, & .5 Resource Teacher

Funding Source

Operating Budget & Title I

Amount Needed

\$64,112

G1.B2 Various levels of teacher training and implementation

G1.B2.S3 Schedule time for teacher planning, collaboration and peer observation.

Action Step 1

Increase training for new teachers

Resource Type

Personnel

Resource

.5 Staff Developer & materials/supplies

Funding Source

Title I

Amount Needed

\$32,456

G2. Allamanda Elementary will increase the number of 4th grade students scoring 3.5 or above on FCAT writing by 6%.

G2.B2 Challenging special needs population

G2.B2.S1 Include all 4th grade writing teachers in trainings, collaborative discussions (LTM), scoring sessions, and planning meetings.

Action Step 1

4th grade inclusive team planning

Resource Type

Other

Resource

Tutoring, materials & supplies

Funding Source

K-12 Grant, After School Program, Title I

Amount Needed

\$15,000

G3. Allamanda Elementary will increase parental involvement in health and wellness activities for FY14.

G3.B1 New program, limited funding

G3.B1.S2 Through healthy fundraiser, Boosterthon, dedicate funds to building a track and outdoor fitness trail for whole school family activities.

Action Step 1

Build healthy options for family sharing.

Resource Type

Personnel

Resource

Temp Time Parent Liaison, .5 paraprofessional, & materials/supplies fro parent trainings

Funding Source

Title I

Amount Needed

\$19,377