

The School District of Palm Beach County

Allamanda Elementary School



2020-21 Schoolwide Improvement Plan

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Allamanda Elementary School

10300 ALLAMANDA DR, Palm Beach Gardens, FL 33410

<https://a1es.palmbeachschools.org>

Demographics

Principal: Corey Ferrera

Start Date for this Principal: 1/20/2000

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: A (64%) 2016-17: A (68%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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)	2019-20 Title I School	2019-20 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	59%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Berling, Ryann	Teacher, K-12	Team leader for Kindergarten. Meets with the administration in an informational type meeting on a monthly basis. Serves as PLC leader. Their work revolves around student achievement: data analysis, student issues (academic, attendance, behavioral), remediation, and testing.
Gross, Helen	Teacher, ESE	Team leader for ESE. Meets with administration in an informational type meeting on a monthly basis. Serves as PLC leader. Their work revolves around student achievement: data analysis, student issues (academic, attendance, behavioral), remediation and testing.
Feinsinger, Deborah	Teacher, ESE	Team leader for Interventions. Meets with administration in an informational type meeting on a monthly basis. Serves as PLC leader. Their work revolves around student achievement: data analysis, student issues (academic, attendance, behavioral), remediation and testing.
Garcia, Marilu	Principal	All administrative duties and responsibilities as assigned particularly focused on reading achievement.
Sunshine, Stephanie	Teacher, K-12	Team leader for Fine Arts. Meets with administration in an informational type meeting on a monthly basis. Serves as PLC leader. Their work revolves around student achievement: data analysis, student issues (academic, attendance, behavioral), remediation and testing.
Vonderhaar, Melissa	Teacher, K-12	Team leader for 2nd Grade. Meets with administration in an informational type meeting on a monthly basis. Serves as PLC leader. Their work revolves around student achievement: data analysis, student issues (academic, attendance, behavioral), remediation and testing.
Robins, Bethany	Teacher, K-12	Team leader for 1st Grade. Meets with administration in an informational type meeting on a monthly basis. Serves as PLC leader. Their work revolves around student achievement: data analysis, student issues (academic, attendance, behavioral), remediation and testing.
McComas, Jennifer	Teacher, K-12	Team leader for 4th Grade. Meets with administration in an informational type meeting on a monthly basis. Serves as PLC leader. Their work revolves around student achievement: data analysis, student issues (academic, attendance, behavioral), remediation and testing.
Jones, Jacob	Teacher, ESE	Team leader for ESE. Meets with administration in an informational type meeting on a monthly basis. Serves as PLC leader. Their work revolves around student achievement: data analysis, student issues (academic, attendance, behavioral), remediation and testing.
Starr, Matt	Assistant Principal	All administrative duties and responsibilities as assigned particularly focused on math achievement.

Name	Title	Job Duties and Responsibilities
Walker, Don	Teacher, K-12	All ELA duties as assigned. Also oversees Science achievement.
Puppo, Sheri	Teacher, K-12	Supplemental Academic Instruction teacher. Does student instruction through Reading Recovery. Teaches small groups. School-Based Team Leader.
Arena, Tony	Teacher, K-12	Team leader for 3rd grade. Meets with administration in an informational type meeting on a monthly basis. Serves as PLC leader. Their work revolves around student achievement: data analysis, student issues (academic, attendance, behavioral), remediation and testing.
Kaufman, Danielle	Teacher, K-12	Team leader for 5th grade. Meets with administration in an informational type meeting on a monthly basis. Serves as PLC leader. Their work revolves around student achievement: data analysis, student issues (academic, attendance, behavioral), remediation and testing.
Gudgell, Brooke	Teacher, ESE	Team leader for ASD FSA. Meets with the administration in an informational type meeting on a monthly basis. Serves as PLC leader. Their work revolves around student achievement: data analysis, student issues (academic, attendance, behavioral), remediation, and testing.

Demographic Information

Principal start date

Thursday 1/20/2000, Corey Ferrera

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

72

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5

Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	99	108	128	112	101	0	0	0	0	0	0	0	634
Attendance below 90 percent	16	20	12	12	9	12	0	0	0	0	0	0	0	81
One or more suspensions	0	1	3	1	2	1	0	0	0	0	0	0	0	8
Course failure in ELA	20	33	24	30	15	16	0	0	0	0	0	0	0	138
Course failure in Math	4	17	15	18	13	13	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
ELA Winter Diag Level 1 & 2	0	0	0	36	14	36	0	0	0	0	0	0	0	86
Math Winter Diag Level 1 & 2	0	0	0	32	19	35	0	0	0	0	0	0	0	86

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	18	16	21	10	9	0	0	0	0	0	0	0	81

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	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	1	0	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 7/29/2020

Prior Year - 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	
Number of students enrolled	103	113	131	102	98	131	0	0	0	0	0	0	0	678
Attendance below 90 percent	22	21	16	13	15	4	0	0	0	0	0	0	0	91
One or more suspensions	1	0	1	2	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	23	32	33	39	29	34	0	0	0	0	0	0	0	190
Level 1 on statewide assessment	0	0	0	22	11	28	0	0	0	0	0	0	0	61

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	7	8	21	15	22	0	0	0	0	0	0	0	78

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	0	1	3	3	9	10	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	1	0	0	1	0	0	0	0	0	0	0	2

Prior Year - 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	
Number of students enrolled	103	113	131	102	98	131	0	0	0	0	0	0	0	678
Attendance below 90 percent	22	21	16	13	15	4	0	0	0	0	0	0	0	91
One or more suspensions	1	0	1	2	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	23	32	33	39	29	34	0	0	0	0	0	0	0	190
Level 1 on statewide assessment	0	0	0	22	11	28	0	0	0	0	0	0	0	61

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	7	8	21	15	22	0	0	0	0	0	0	0	78

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	0	1	3	3	9	10	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	1	0	0	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	58%	57%	68%	53%	55%
ELA Learning Gains	68%	63%	58%	65%	59%	57%
ELA Lowest 25th Percentile	56%	56%	53%	62%	55%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	73%	68%	63%	67%	62%	61%
Math Learning Gains	65%	68%	62%	72%	62%	61%
Math Lowest 25th Percentile	44%	59%	51%	75%	53%	51%
Science Achievement	55%	51%	53%	65%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	61%	54%	7%	58%	3%
	2018	66%	56%	10%	57%	9%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	75%	62%	13%	58%	17%
	2018	63%	58%	5%	56%	7%
Same Grade Comparison		12%				
Cohort Comparison		9%				
05	2019	65%	59%	6%	56%	9%
	2018	71%	59%	12%	55%	16%
Same Grade Comparison		-6%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	65%	4%	62%	7%
	2018	71%	63%	8%	62%	9%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	84%	67%	17%	64%	20%
	2018	70%	63%	7%	62%	8%
Same Grade Comparison		14%				
Cohort Comparison		13%				
05	2019	64%	65%	-1%	60%	4%
	2018	65%	66%	-1%	61%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	51%	2%	53%	0%
	2018	68%	56%	12%	55%	13%
Same Grade Comparison		-15%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	55	54	39	64	58	39	31				
ELL	53	52	42	67	61		17				
ASN	81			90	90						
BLK	56	60	55	64	52	37	29				
HSP	62	57	47	61	54	33	44				
MUL	78			63							
WHT	83	75	64	84	75	57	84				
FRL	65	65	60	66	65	49	48				
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				

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
MUL	82	86		76	86						
WHT	80	65	67	74	69	70	71				
FRL	63	67	70	60	66	72	62				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Third-grade reading was a major focus for Allamanda as the 2019 FSA scores went from 25.76% to 36.45% in levels 1 and 2. When analyzing the 2020 diagnostic results, much improvement was not shown. In grade 3, the percent of students scoring at levels 1 and 2 in ELA was 35.64%.

Our Reading Running Record data for K-2 support the need to focus on primary reading to increase third-grade scores. The proficiency rate for all grades, in 2020, was 50% or below. In 2019, the proficiency rate for K-2 on Reading Running Record was 70.2% dropping to an all-time low of 39.7% in 2020. This was due, in a large part, to the switch to Distance Learning.

End of year data was not collected, due to schools going to Distance Learning. Our assumption would be that learning gains would not be as great as when teaching on campus face to face.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In FY19, our greatest decline was proficiency in 5th grade Science from 70% to 55%. This was a somewhat surprising development as mid-year diagnostics were on point. After putting interventions and strategies in place in FY20, prior to the move to Distance Learning, we can report an increase in the pass rate on mid-year diagnostics (63%).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When analyzing our math data from FY19 and into FY20, our math learning gains and the lowest 25% in math, show the only negative gap between Allamanda and the district, as well as Allamanda and the state. This is a trend across the past few years: math gains were 3% lower than the state in the past 2 years. 44% of our lowest 25% in math is lower than both state (51%) and district (59%). This is similar to our FY18 results.

Due to a lack of end of year data, specifically related to gains, this will be one goal we will continue to focus on. The gap is more significant than in any other area.

Which data component showed the most improvement? What new actions did your school take in this area?

Allamanda was very pleased to note that all grades, K-5, showed improvement on SuccessMaker. In Kindergarten, there was a .92 gain from IP level to current course level. Other grade levels: 1st/.79, 2nd/.72, 3rd/.39, 4th/.46, and 5th/.35. This was the implementation year for this new math curriculum, so a lot of PD and collaboration took place.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Due to schools converting to Distance Learning in the spring of 2020, many indicators may be more skewed than useful. Absences were heavily weighted against our population of students with autism. This is an area of focus for FY21 but will continue to be a challenge, as we, once again, begin school with Distance Learning.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional

development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

FY21 is an unprecedented school year. Without much meaningful data to rely on from the spring of FY20, we are placing emphasis on the winter diagnostics, iReady, and Successmaker (detailed above). As the new school year rolls out, we are preparing to administer diagnostics to 4th and 5th graders (repeating the tests given last school year), FLKRS, Raz-Plus, USAs (mandatory), FSQ (strongly suggested), iReady diagnostics, winter diagnostics, and Reading Running Records (where feasible).

As third grade reading is a long term, district objective, Allamanda recognizes the importance of this goal.

Our current 5th grade population was in 3rd grade when the last FSA was given, and data collected. Our 5th grade math team is able to use this information to guide their instruction, collaborate, and plan needed professional development.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons.

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level to ensure:

1. Proficiency rate in third grade reading-

Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

2. Learning gains in 5th grade math-

Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of****Focus****Description and****Rationale:**

To ensure effective and relevant instruction to meet the needs of all students, Allamanda will focus on Long-Term Outcome 1: increase reading on grade level by third grade.

Measurable Outcome:

Allamanda was working to increase reading proficiency in third grade from 61% to 66%. As our diagnostic data shows that in third grade 64.36% passed in 2020, we were on our way to achieving our goal. Due to the unexpected shift to Distance Learning and the inevitable slide experienced by our students, our goal for FY21 will be as follows:
Allamanda will increase reading proficiency in third grade from 61% to 66%.

Person responsible for monitoring outcome:

Marilu Garcia (marilu.garcia@palmbeachschools.org)

Evidence-based Strategy:

Our Primary Reading teachers at Allamanda will participate/implement the following:

1. Targeted professional development
2. Data based instruction as outlined in the grade level scope ad sequence
3. Team collaboration

Rationale for Evidence-based Strategy:

By following district scope and sequence, all students will have access to appropriate grade level instruction. Small group instruction will be based on available FY20 data, FY21 scheduled testing, and teacher expertise to meet individual needs. Teacher collaboration in PLCs, will provide support and broaden resources.

Action Steps to Implement

1. Increase active participation in Distance Learning through parent education, communication, and teacher training.
2. Participate in school-sponsored PD with district staff, introducing new K-2 reading modules.
3. Implement K-2 reading modules in all reading classrooms.
4. Continue use of Fountas/Pinnell reading kits with added digital access.
5. Attend regularly scheduled PLCs sharing data and best practices.
6. Participate in ongoing PD, focusing on Distance Learning and small group instruction, as well as closing the gap.
7. Update and analyze data, using the beginning of the year district scheduled test results.
8. Continue participation and implementation of Reading Recovery.

Person Responsible

Marilu Garcia (marilu.garcia@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

As state-wide testing was suspended for FY20, we are relying on past data, while including mid-year diagnostic scores and in-house testing. Most data available is for our 5th graders, who will be the only group to be measured in learning gains. Considering the following data, Allamanda will focus on increasing learning gains for our 5th graders and particularly those in the lowest 25%:

When comparing FY19 to FY20 Diagnostic data our 4th graders (incoming 5th graders), showed a 10.1% drop (from 81.3 to 71.2). Looking at the FY19 FSA compared to FY20 Diagnostics, these same students dropped 12.3% (from 81.3 to 71.2). As we ended FY20 with Diagnostics, only 33% of our lowest 25% were predicted to score on or above grade level. We are anticipating much room for growth!

Allamanda will also be focused on providing the most robust Distance Learning experience possible. Professional development will be offered for teachers as well as parents. An Attendance Team will work with select students, closely monitoring participation.

Measurable Outcome:

Allamanda will increase learning gains by 5%.

Person responsible for monitoring outcome:

Matt Starr (matthew.starr@palmbeachschools.org)

Evidence-based Strategy:

Our Intermediate Math teachers at Allamanda will participate/implement the following:

1. Targeted professional development
2. Team collaboration (PLCs)
3. Instruction based on data, following scope and sequence

Rationale for Evidence-based Strategy:

Following the district strategic plan and best practice, explicit instructions, based on data analysis, working through Professional Learning Communities, is recommended and research based. By allowing for individualized remediation, we are ensuring equitable gains for all students.

Action Steps to Implement

1. Provide Distance Learning PD for both teachers and parents.
2. Gather an Attendance Team, assigning specific areas of focus for each member, and explicit procedures for follow up with students.
3. Administer Diagnostics, FSQs, and USAs as appropriate.
4. Identify the lowest 30%, providing targeted instruction, based on item analysis.
5. Collaborate as a grade-level team (PLC) to analyze data, plan lessons, and strategically group students.
6. Participate in distance Math cadres.
7. Partner with the school Intervention Team, targeting small group instruction.
8. Provide tutoring to high needs students in addition to regular classroom instruction.
9. Conduct teacher and student data chats, setting, and monitoring goals for FY21.
10. Provide PD in Savvas (Pearson) Realize math intervention resource and implement when appropriate.

Person Responsible

Matt Starr (matthew.starr@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Allamanda students will be actively involved in learning that involves the Pillars of Effective Instruction: Students are immersed in rigorous task 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. 2.09 with a focus on reading and writing across all content areas. Focusing on the Palm Beach County School District Scope and Sequence, integrating text and other instructional materials into lessons, our students will cover the following:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

To facilitate meeting the requirements of Florida State Statute 1003.42 and School Board Policy 2.09, teachers will participate in mandated professional development, integrating appreciation of multicultural diversity and development of single school culture in all classroom lessons. In alignment with school board policy 2.09, Allamanda teachers are participating in mandated PD focusing on cultural equity. This will offer them numerous avenues to carry into their lessons: music, art, and reading. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study the music of different eras and countries and in media our library selection is filled with books related to the variety of cultures through in-class learning and through the various clubs offered at our school.

We instill citizenship through our Safety Patrols. This group consists of only 5th grade students who are responsible, respectful, and set a good example for all students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30 AM by assisting students throughout our campus. At the end of the day, they are back on post ensuring that the students get home safely! Safety Patrols who prove to be responsible and respectful also have the opportunity to travel to Washington, D.C. for the annual field trip. This trip is only open to safety patrols and consists of a 4-day tour of Williamsburg/Jamestown, and Washington, D.C. It is truly an honor for students to serve as patrols in this club, and we are very proud of all of our patrols who are such positive role models!

We implement and provide Social-Emotional Learning through the practice of Conscious Discipline strategies, structures, and routines-i.e. Brain Smart Start (activities to unite, connect, disengage stress, and make commitments), Safe Place, Morning Greeting, Wish Well, Conflict Resolution, Seven Skills, and Powers, Language of Unity, etc...to all staff and students.

Rigorous school-wide implementation of Conscious Discipline research-based strategies improves students' self-awareness and self-regulation skills, which promotes problem-solving. When students improve their self-awareness, students will also become aware of treating others with equity and respect, which will contribute to the creation of a school community. Conscious Discipline promotes safety, connection, and problem-solving resulting in positive school culture and climate.

This SEL approach has become the focus of our SwPBS committee to be sure that we have school-wide norms and practices that are consistent from classroom to classroom. We also provide monthly parenting workshops to teach the parents what we are implementing at school and how they can implement this SEL practice in the home.

The SBT Team uses the Problem Solving Model to conduct meetings. During meetings, intervention is developed to identify students' specific needs and appropriate research-based interventions. A case liaison is assigned to support interventionist and data collection. These needs are taken into consideration when writing SIP strategies. The MTSS/Rtl Leadership Team and the SBT function as one, meeting bi-weekly or more, as needed. PLC and SwPBS/Conscious Discipline meetings occur monthly.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

High on our list of concerns, with the pandemic and Distance Learning, is the social and emotional health of our students. Teachers are fulfilling the district PD requirement in this area. There are many ways in which this will be observable in our lessons.

Allamanda is participating in a pilot program through the district titled Morning Meeting. All classes will begin daily with a Welcoming Ritual. They will end with an Optimistic Closure. Numerous resources are provided on Blender so that teachers will not only implement their Welcoming Ritual but have options for a weekly SEL Theme. Videos and questions for discussion are available.

For the last seven years, the Allamanda family has participated in the Book of the Month. We will continue this tradition in FY21 with titles that focus on a positive school climate and will be shared with our families at home.

As mentioned in past years, Allamanda is a Health and Wellness CHOICE School, integrating brain breaks, mindfulness, and other healthy options into the school day. We are also planning active, health-oriented family activities, when possible. A strong list of community partners, involved in the business of health and wellness, serves as a resource for many of our activities.

Allamanda continues to provide guidance classes for all students on our fine arts wheel. And, in compliance with the Marjory Stoneman Douglas Act, our Behavioural Health Professional will provide services full time. This gives Allamanda two more options for students with social and emotional concerns.

The Guidance Counselor provides both counseling and skills groups to students who are identified as needing additional support. In FY20, we acquired a Behavioral Health Professional who works with students on strategies and social skills that extends beyond the classroom.

When a child is not responding to the strategies offered by the classroom teacher, the child may be referred to the School-Based Team (SBT). The core SBT is comprised of administration, ESE coordinator teacher, SAI teacher, school psychologist, classroom teacher(s), Crisis Intervention Teacher (CIT), and guidance counselor. Other teachers join as necessary (DHH teacher, ELL teacher, etc...). This team problem-solves using data to identify students' academic, social-emotional, and behavioral strengths and challenges and then makes decisions about instruction, goals, and interventions to assist the child with success, understanding that the resources may be outside of our school's resources. The team monitors the student's response to these interventions and continues or modifies as needed. The Florida Continuous Improvement Model (Plan. Do. Check. Act) is utilized in the problem-solving process.

All of these initiatives will be implemented and strengthened as our teachers work together in both Professional Learning Communities (grade teams) and Committees (by subject area, across grade levels).

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$772.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
	5100	510-Supplies	0101 - Allamanda Elementary School	School Improvement Funds	702.0	\$772.00	
			Notes: Book of the Month				
2	III.A.	Areas of Focus: Instructional Practice: Math					\$0.00
Total:						\$772.00	