

The School District of Palm Beach County

Allamanda Elementary School



2021-22 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: 7/1/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2020-21 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%)
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	

* 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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>62%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>60%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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

Name	Position Title	Job Duties and Responsibilities
Gross, Helen	Teacher, ESE	Responsible for discussion, collaboration, and implementation of curricular initiatives while helping to promote successful student outcomes.
Starr, Matt	Assistant Principal	Responsible for discussion, collaboration, and implementation of curricular initiatives, helping to promote successful student outcomes.
Puppo, Sheri	Teacher, K-12	Responsible for discussion, collaboration, and implementation of curricular initiatives, helping to promote successful student outcomes.
Sunshine, Stephanie	Teacher, K-12	Responsible for discussion, collaboration, and implementation of curricular initiatives, helping to promote successful student outcomes.
Joyce, Natalie	Teacher, ESE	Responsible for discussion, collaboration, and implementation of curricular initiatives, helping to promote successful student outcomes.
Campbell, Heidi	Teacher, ESE	Responsible for discussion, collaboration, and implementation of curricular initiatives, helping to promote successful student outcomes.
Ferrera, Corey	Principal	Responsible for discussion, collaboration, and implementation of curricular initiatives, helping to promote successful student outcomes.

Demographic Information

Principal start date

Thursday 7/1/2021, 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.*

5

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.*

12

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

628

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	97	99	103	99	114	108	0	0	0	0	0	0	0	620
Attendance below 90 percent	22	16	21	21	13	11	0	0	0	0	0	0	0	104
One or more suspensions	3	0	0	0	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	21	31	20	43	35	30	0	0	0	0	0	0	0	180
Course failure in Math	7	15	20	32	46	25	0	0	0	0	0	0	0	145
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	18	21	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide FSA Math assessment	0	0	0	33	23	29	0	0	0	0	0	0	0	85
Number of students with a substantial reading deficiency	0	6	5	4	40	38	0	0	0	0	0	0	0	93
FY21 ELA Winter Diag Level 1 & 2	0	0	0	46	42	41	0	0	0	0	0	0	0	129
FY21 Math Winter Diag Level 1 & 2	0	0	0	31	45	44	0	0	0	0	0	0	0	120
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	16	16	16	46	40	33	0	0	0	0	0	0	0	167

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	2	1	0	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	58%	57%	70%	57%	56%
ELA Learning Gains				68%	63%	58%	63%	61%	55%
ELA Lowest 25th Percentile				56%	56%	53%	65%	56%	48%
Math Achievement				73%	68%	63%	71%	65%	62%
Math Learning Gains				65%	68%	62%	60%	63%	59%
Math Lowest 25th Percentile				44%	59%	51%	52%	53%	47%
Science Achievement				55%	51%	53%	70%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	61%	54%	7%	58%	3%
Cohort Comparison						
04	2021					
	2019	75%	62%	13%	58%	17%
Cohort Comparison		-61%				
05	2021					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	65%	4%	62%	7%
Cohort Comparison						
04	2021					
	2019	84%	67%	17%	64%	20%
Cohort Comparison		-69%				
05	2021					
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	51%	2%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We use the iReady program to diagnose and assess student reading ability and areas of strengths and weaknesses. The iReady diagnostic test is given three times a year in the Fall, Winter, and Spring to measure growth.

In the area of math, the program Successmaker is used to monitor student math abilities that include their strengths and weaknesses.

Both programs serve as ongoing tools for progress monitoring and instruction can be aligned based on student data as evidenced through the programs.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	36.4	50.0
	Economically Disadvantaged	34.1	26.1	39.5
	Students With Disabilities	33.3	26.9	27.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		83.8	84.3
	Economically Disadvantaged		76.7	75.6
	Students With Disabilities		93.3	93.3
	English Language Learners		83.3	71.4
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.1	29.7	48.9
	Economically Disadvantaged	35.2	20.4	39.6
	Students With Disabilities	18.5	19.2	33.3
	English Language Learners	28.6	28.6	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		86.9	83
	Economically Disadvantaged		78	77.6
	Students With Disabilities		83.3	74.1
	English Language Learners		93.3	93.3

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.5	35.3	34.8
	Economically Disadvantaged	39.1	22.2	25.4
	Students With Disabilities	21.6	12.2	12.5
	English Language Learners	20	22.2	11.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	75.0	84.8	72.1
	Economically Disadvantaged	66.7	76.2	58.2
	Students With Disabilities	62.1	82.4	64.7
	English Language Learners	50	85.7	62.5
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	27.6	34.7
	Economically Disadvantaged	28.4	23.2	32.3
	Students With Disabilities	11.1	5.6	14.7
	English Language Learners	16.7	15.4	27.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65.6	69.9	69.5
	Economically Disadvantaged	60	63.2	63.8
	Students With Disabilities	56	51.6	51.6
	English Language Learners	92.3	80	80

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		37.5	25.8	14.3
	Economically Disadvantaged		31.7	21.7	20
	Students With Disabilities		21.6	13.9	14.3
	English Language Learners		11.1	11.1	13.2
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		58.3	63.6	58.2
	Economically Disadvantaged		51	64.3	56.1
	Students With Disabilities		48	50	39.3
	English Language Learners		50	60	54.5
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		67.1	70.3	77.7
	Economically Disadvantaged		64.3	67.0	73.7
	Students With Disabilities		43.8	48.3	55.2
	English Language Learners		44.4	72.7	63.6
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	44	48	25	48	32	30	38				
ELL	52	80		52	40						
ASN	81			76							
BLK	44	52		37	26		33				
HSP	58	65		51	41		25				
MUL	60			60							
WHT	70	62		64	50		49				
FRL	54	61	53	46	43	43	31				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The predominant trend according to State data, is a loss of proficiency and lack of learning gains in math. Additionally, our low 25% continues to decline and not make adequate yearly progress. ELL students saw a dramatic decrease in math achievement with only 38% meeting the achievement threshold and 9% meeting the achievement threshold in Science.

Math achievement for Black students has historically declined each year with the most recent percentage being at 30% being proficient in math. This trend is also evident in our low 25% Black students for math learning gains with only 37% making a gain.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that shows the greatest need is the performance of our low 25% students in both proficiency and growth. In the area of math, we have seen a 11 point decrease in the low 25% learning gains in math, going from 44% to 33%. Greatest need has been determined by evidence from the 2021 FSA data.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include lack of strategic planning for instruction, in addition to limited strategies for remediation and revision. The new actions that need to be taken are the facilitation and implementation of structured PLCs tied to standards-based instruction and ongoing relevant Professional Development for teachers.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In 2019, there were slight increases in both ELA and Math achievement, in addition to learning gains in both areas.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In 2019, there was a strategic emphasis placed on 3rd Grade Reading, 4th and 5th Grade Writing, and Math achievement. District support was utilized during PLC to strategically plan and commonly assess by individual standards. Targeted afterschool tutorials were leveraged for intensive writing support.

What strategies will need to be implemented in order to accelerate learning?

Strategic tutoring and planning for instructional technique. Aftercare will be leveraged in order to provide remediation and extended learning opportunities for our students with the most academic needs. Additionally, PLCs will be restructured. District curriculum support will be utilized to improve core instruction and the use of differentiation for small group rotations.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PLC leaders will attend a 4-day training session with District support staff. Math teachers will participate in District Cadre meetings. Members of the District Curriculum Department will provide support and PD for teachers. Support will be focused on improving core instruction techniques and also how to differentiate strategically within the small groups. There will also be specific iReady training for teachers to utilize the program for individual standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional training for SuccessMaker, iReady and curricular oversight by Administration. Extensive training and PD on core instructional practices. Specific emphasis placed on differentiation and tracking of student evidence, both formative and summative.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the 2021 state assessments we have identified that math is a critical area of weakness as we continue to see a decline in both achievement and learning gains. Overall math achievement saw a decline from 73% to 55%. Math learning gains declined from 65% to 44%. Math low 25% declined from 44% to 38%.

Measurable Outcome: We intend to increase overall achievement in math by 20 points. Outcome will be evidenced through the state assessment at the end of SY22.

Monitoring: There will be a strategic implementation of PLCs and data analysis. FSQ and USA data, in conjunction with data obtained through iReady and SuccessMaker, will be disaggregated to target individual student needs and goal setting. Monitoring will be facilitated by the administration and the leadership team.

Person responsible for monitoring outcome: Matt Starr (matthew.starr@palmbeachschools.org)

Evidence-based Strategy: Instructional Math staff will participate in grade-level PLCs and Math Cadre Professional development. All instructional will be aligned with the District Scope and Sequence.

Rationale for Evidence-based Strategy: Collaboration and alignment of instruction by all math teachers. Resources will include additional professional development and PLC implementation. There will be a more strategic use of data.

Action Steps to Implement

PLC training by District resource teacher. District resource teacher will also attend monthly PLCs to review data collection and instructional practice.

Person Responsible Matt Starr (matthew.starr@palmbeachschools.org)

Utilization of iReady and SuccessMaker to target specific deficient standards as evidenced by the FSQs and USAs.

Person Responsible Matt Starr (matthew.starr@palmbeachschools.org)

Provide tutoring to high-needs students, in addition to regular classroom instruction. Core classroom instruction will be improved upon with the assistance of district level support and feedback.

Person Responsible Matt Starr (matthew.starr@palmbeachschools.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Science achievement scores dropped from 55% to 41% in the school year 2020-2021.
Measurable Outcome:	In Science, we plan to increase achievement 19 points to 60%. Outcome will be evidenced by the state assessment at the end of SY22.
Monitoring:	Administration and grade level teachers will monitor their FSQ & USA data. It will be reviewed and dissected during grade-level planning and PLCs.
Person responsible for monitoring outcome:	Matt Starr (matthew.starr@palmbeachschools.org)
Evidence-based Strategy:	Use of Stemscoptes and district resources and 5th-grade tutoring.
Rationale for Evidence-based Strategy:	Tutoring will target specific skills and small groups of students to align with their specific needs. We will district standards-based resources.

Action Steps to Implement

Analyze previous year data to identify specific strands of weakness.

Person Responsible Corey Ferrera (corey.ferrera@palmbeachschools.org)

Facilitate the implementation of science related PD throughout the year to assist teacher in the core instruction.

Person Responsible Corey Ferrera (corey.ferrera@palmbeachschools.org)

Student tutoring specifically related to science curriculum.

Person Responsible Corey Ferrera (corey.ferrera@palmbeachschools.org)

#3. Other specifically relating to Low 25% Students

Area of Focus Description and Rationale: Assessment data for our low 25% of students continues to indicate decline in learning gains in both Reading and Math.

Measurable Outcome: For ELA Low 25 Learning gains, we plan to increase 4 points (52 to 56).
For Math Low 25 Learning gains, we plan to increase 15 points (38 to 53).
Outcome will be evidenced through state assessment at the end of SY22.

Monitoring: Low 25% students will be strategically monitored, mentored and tutored. All teachers and members of support staff and Administration will know these students personally and their families. Data will be tracked through PLC.

Person responsible for monitoring outcome: Corey Ferrera (corey.ferrera@palmbeachschools.org)

Evidence-based Strategy: Instructional PD for math teachers, PLCs, Progress monitoring through formative and summative assessments, tutoring, mentorship, incentives.

Rationale for Evidence-based Strategy: Consistent decline in testing data.

Action Steps to Implement

Identify the students and provide information to all teachers. Facilitate the creation of a unified tracking mechanism to share with all teachers.

Person Responsible Corey Ferrera (corey.ferrera@palmbeachschools.org)

Bring in Math Curriculum Department to provide instructional training and attend PLC monthly with math and ELA teachers.

Person Responsible Corey Ferrera (corey.ferrera@palmbeachschools.org)

Consistent and organized PLCs. Specific data will be analyzed through PLCs to track and monitor the formative assessment outcomes for low 25.

Person Responsible Corey Ferrera (corey.ferrera@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Discipline has historically not been a major area of concern for Allamanda. We will be focusing on Attendance rates this year and more strategic implementation of SWPBIS. Positive behavior will be sustained through a complete revision to our SWPBS process. Student incentives will be leveraged for good behavior. Character education will also continue to be a large piece of our Fine Arts wheel with the Guidance Counselor.

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.

All classes at Allamanda will begin daily with the Welcoming Ritual "Morning Meeting." Allamanda is also a Health and Wellness school that integrates brain breaks, mindfulness, and other healthy options into the school day.

Allamanda continues to provide guidance classes for all students on the Fine Arts Wheel. Guidance Counselor provides both counseling and skills groups to students who are identified as needing additional support. In compliance with the Marjory Stoneman Douglas Act, our Behavioral Health Professional will provide services full-time.

We also participate in the Book of the Season that focuses on a positive school climate.

Implementation of "Spirit Friday's" to boost positive culture and promote unity on campus.

Principal will work to strengthen community and business partners.

We instill citizenship through our Safety Patrols, this group consist of only 5th grade students who are responsible, respectful, and set a good example for the students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30AM by assisting students throughout our campus. At the end of the day, they are back on post ensuring that the students at get home safely!

Promotion of positive news through social media platforms.

PLCs - Collaborative Planning Communities (PLCs) occur every other week per grade level. Grade level teachers meet with, academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students 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. 2.09

Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Corey Ferrera: Principal : Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

Matthew Starr: Assistant Principal - Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs.

Cara Blackmer: Guidance Counselor - Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome, and included.

Randy Boxill: Behavior Health Professional - The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Jacob Jones: Crisis Response Teacher - incorporate SwPBS; a framework that brings together school

communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment.

Sean Glynn: Health and Wellness Coordinator - incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment.

Faculty and Staff. - incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment.

District resources allocated to our school:

- Regional support teams
- Curriculum support
- Reading Interventionist
- Single School Culture Coordinator
- Pre-K unit
- Curriculum support -Professional Development
- MTSS - Professional Development

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$365.33
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	0101 - Allamanda Elementary School	School Improvement Funds		\$365.33
<i>Notes: Tutoring</i>						
2	III.A.	Areas of Focus: Instructional Practice: Science				\$365.33
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	0101 - Allamanda Elementary School	School Improvement Funds		\$365.33
<i>Notes: Tutoring</i>						
3	III.A.	Areas of Focus: Other: Low 25% Students				\$365.33
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	0101 - Allamanda Elementary School	School Improvement Funds		\$365.33
<i>Notes: Tutoring</i>						
Total:						\$1,095.99