

The School District of Palm Beach County

# Allamanda Elementary School



## 2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	80%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (58%) 2018-19: A (62%) 2017-18: A (64%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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](http://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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

### School Board Approval

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

### SIP Authority

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

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Ferrera, Corey	Principal	<p>The Principal will monitor and work with all staff to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Ferrera must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Starr, Matt	Assistant Principal	<p>As assistant Principal, Mr. Starr Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. He also supports the principal in building a culture of pride, trust, and respect. Mr. Starr monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction. Mr. Starr also plays an important role specifically in the implementation and oversight of math curriculum and instruction.</p>
Gross, Helen	Teacher, ESE	<p>Ms. Gross, our ESE Contact, manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>
Puppo, Sheri	Teacher, K-12	<p>Ms. Puppo serves as our SAI/ELA Resource teacher. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. She is also responsible for all the organization and planning as it pertains to our school-wide intervention model. She provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. She assists administration and the classroom teachers in the interpretation of student assessment data. She participates in professional development and shares the content with school staff. She</p>



Name	Position Title	Job Duties and Responsibilities
		participates in and facilitates weekly Professional Learning Communities (PLC's). Ms. Puppo will provide support to classroom teachers in assisting with the Response to Intervention (RtI) process and ensure SIP goals are met for ELA (Reading/Writing). Finally, Ms. Puppo also serves as the SBT Coordinator on our campus.
Joyce, Natalie	Teacher, ESE	Mrs. Joyce serves as an ASD Resource & Support teacher on our campus. She is responsible for academic support for students that are in the process or have already mainstreamed out of a self-contained ASD classroom and into the general education classroom setting.

## Demographic Information

### Principal start date

Thursday 7/1/2021, Corey Ferrera

**Number of teachers with a 2022 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 2022 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.*

9

**Total number of teacher positions allocated to the school**

71

**Total number of students enrolled at the school**

629

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

11

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

12

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	92	98	97	97	113	104	0	0	0	0	0	0	0	601
Attendance below 90 percent	34	35	31	25	23	29	0	0	0	0	0	0	0	177
One or more suspensions	2	1	3	0	6	10	0	0	0	0	0	0	0	22
Course failure in ELA	23	31	31	30	33	22	0	0	0	0	0	0	0	170
Course failure in Math	16	15	17	9	22	24	0	0	0	0	0	0	0	103
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	29	25	0	0	0	0	0	0	0	73
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	22	27	0	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	2	17	8	4	8	0	0	0	0	0	0	0	39

Using the table above, complete the table below with the number of students by current grade level who have 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	18	21	24	29	39	37	0	0	0	0	0	0	0	168

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/16/2022

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	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	

**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	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	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	58%	59%	56%				71%	58%	57%
ELA Learning Gains	60%						68%	63%	58%
ELA Lowest 25th Percentile	47%						56%	56%	53%
Math Achievement	60%	53%	50%				73%	68%	63%
Math Learning Gains	62%						65%	68%	62%
Math Lowest 25th Percentile	65%						44%	59%	51%
Science Achievement	52%	59%	59%				55%	51%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	54%	7%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	75%	62%	13%	58%	17%
Cohort Comparison		-61%				
05	2022					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	65%	4%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	84%	67%	17%	64%	20%
Cohort Comparison		-69%				
05	2022					
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	51%	2%	53%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	42	47	45	45	51	65	40				
ELL	57	65	50	57	58		50				
ASN	61	64		56	64						
BLK	42	56	53	44	62	63	19				
HSP	57	54	33	56	58	58	54				
MUL	57	75		69	73						
WHT	67	63	50	71	64	64	73				
FRL	51	57	50	49	56	61	43				
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				
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
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	59
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	57
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	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
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	53

Hispanic Students	
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	69
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	65
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

In FY22, Allamanda saw significant gains in Math overall. This was a trend in both proficiency and learning gains. When the math data is disaggregated by subgroup, we see the significant increases as well. Students with disabilities saw a significant increase, going from 32% to 51% of students making a gain within that subgroup. Students with disabilities within the low 25% in math saw an increase of 35%, moving up from 30% to 65%. Black students also saw large gains in both math proficiency and math learning gains - moving up from 37% to 44% in math proficiency and from 26% to 62% in math gains for black students. We also saw math gains for our ELL students by increasing from 40% learning gains to 58%. As far as ELA overall, we saw declines for the most part. In terms of proficiency, we saw a decrease from 60% to 58%. For ELA learning gains, we saw a decrease from 61.6% to 59.7%. In comparison to 2019, the decline was substantial with a 13% drop from 71% to 58%.



**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

As evidenced on the FY22 state assessment, the area of the greatest need for improvement is both ELA proficiency and learning gains across all subgroups. Whereas we saw increases in math across the board, we saw decreases for ELA in all subgroups. Overall, ELA proficiency dropped from 60.5% in FY21 to 57.7% in FY22. Overall, ELA gains dropped from 61.6% in FY21 to 59.7% in FY22. When we disaggregate the data by subgroup, we see the largest decrease in two areas: ELA learning gains for Hispanic students dropping from 65% to 54% and ELA learning gains for ELL students dropping from 80% to 65%. This decline is also evidenced by the comparison to our 2019 data. In 2019, we far exceeded the District in ELA achievement. The District was at 58% overall ELA achievement, while Allamanda earned 71% ELA achievement. Finally, the performance of our students with disabilities has proven to be an area of concern, as these students have not been able to surpass the 50% achievement level for both ELA and Math.

**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 and teacher turn-over following the pandemic. We had many teacher vacancies and turnover all year long. Additionally, we had many brand new teachers in grades 3-5. Furthermore, there was not alignment between general education teachers and self-contained ESE classroom teachers.

Additionally, over the past few years, Allamanda has seen a steady rise in terms of students that have historically been on alternate standards and get transferred to general standards curriculum. With changes to state legislation, many students that have spent numerous years on alternate standards are now suddenly being changed, and often time, during an accountability year. This makes testing very challenging for these students, and unfortunately, the result is often a lack of achievement,

New actions to be implemented are structured, data driven PLCs in which teachers will meet bi-weekly to analyze student work samples to drive planning. Also, Allamanda is fully staffed this year and we do not anticipate any turnover.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based off state assessment data, the greatest improvement was seen across the board in both Math and Science. We saw large improvement in almost every subgroup for math. 4th grade overall saw the biggest gains in proficiency and gains. For the first time ever, we had a teacher in 4th grade earn 100% learning gains in her 4th grade math class. In terms of subgroups, students with disabilities within the low 25% saw a 35% increase moving up from 30% to 65% making gains. Black students saw a 36% increase in learning gains by going from 26% to 62%.

There were also large increases in our Science data as well as evidenced on the state test. Overall we saw an increase in Science proficiency as we went up from 40.7% to 51.5%. Some of the largest gains were for our Hispanic students that increased in Science proficiency from 25% to 54%.

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

Contributing factors to improvement in Math include structured and strategic tutoring in foundational skills. We found that due to the "Covid slide" there were many gaps in math fluency. We held small group tutoring sessions throughout the year to target specific fluency skills. We also utilized the iReady program with fidelity. We also had the opportunity to have a District Math specialist on campus once a week to assist with small group instruction specifically geared towards our low 25% Math students. This

targeted approach to instruction was beneficial, as it allowed teachers to structure re-teach and scaffolded lessons to address individual student needs and deficits.

Contributing factors for Science includes the purchase of the Penda Science program. We also utilized large science sessions to review previously taught fair-game standards. Finally, Science fair-game standards were also creatively reviewed through Fine Arts classes.

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

In order to continue on the upward trajectory in math performance we believe in exposing all students to accelerated math in 3rd grade. This year, all 3rd grade math classes will be scheduled as accelerated. This will afford students an opportunity to be exposed to challenging and rigorous coursework. We will also continue with structured PLCs that use student data and outcomes to plan for instruction. Aftercare will be leveraged in order to provide remediation and extended learning opportunities for our students with the most academic needs.

For Science, we purchased the Penda program again this year and have also expanded the use into 4th grade.

**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.**

PLCs leaders have been trained by District PLC facilitators. Math, ELA and Science teachers will participate in content area cadre meetings. Members of the District Curriculum department will provide support and PD for teachers. Support will be focused on unit planning, implementation of the new standards, improving core instruction techniques and also how to differentiate strategically within the small groups.

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

We plan to continue to place emphasis on Math and Science instruction. We have purchased the Penda Science program again and are extending it into 4th grade as well. We will continue with structured PLCs and unit planning. We are also placing extended emphasis on our intervention (iii) time and the tracking of those student within the groups. School based team will continue to be a pivotal piece of our systems as well. Finally, there will be continued emphasis placed on differentiation and tracking of student evidence, both formative and summative.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

## #1. ESSA Subgroup specifically relating to Students with Disabilities

### Area of Focus

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the FY22 state assessment end of year data, students with disabilities lost points in proficiency in both ELA and Math. For ELA, SWDs fell from 44% to 42% proficiency. For Math, SWDs fell from 48% to 45% proficiency. This is concerning for both the loss of points and the fact that our SWDs continue to fall under 50% proficiency overall. Many of these students are ASD students in self-contained classrooms. With changes to legislation, there are many more students with varying levels of disabilities that are on the general curriculum or recently transferred from alternate standards to the general standards. This is a very difficult transition and requires strategic instruction and targeted remediation.

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As evidenced by end of year state assessments, students with disabilities will achieve at least 55% proficiency in both ELA and Math. Improvement will be evident as the year progresses as evidenced by district assessments and Progress Monitoring assessments.

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will include the implementation of standards based instruction, planning with fidelity, the use of differentiated and small group instruction. Monitoring will also include the use of teacher data chats with the Principal to review individual student data and action plan.

**Person responsible for monitoring outcome:**

Corey Ferrera (corey.ferrera@palmbeachschools.org)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated instruction PD in conjunction with purposeful PLCs and planning.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

Structured PLCs and unit planning with an emphasis on the disaggregation of student data and how that is used to drive instruction is a proven strategy that facilitates and leads to positive student outcomes.

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementation of structured intervention services that align with the specific ELA deficiency. Students will be grouped based on specific reading deficiency and serviced through District approved strategies and programs. Small group instruction will be the primary structure in order to meet the specific needs of these students. Intervention will targeted for specific skill deficit.

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

Implementation of structured intervention services that align with the specific ELA deficiency. Students will be grouped based on specific reading deficiency and serviced through District approved strategies and programs. Emphasis will be placed on small group instruction.

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

Purposeful and structured PLCs in which the main emphasis will be placed on planning for small group instruction for students with disabilities. Student data will be used to drive instructional planning.

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

Tutorial sessions will be established in 4 week increments for Math and ELA.

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

**#2. Instructional Practice specifically relating to Science****Area of Focus**

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Historically, Science achievement has been an area of weakness at Allamanda. Although we did see significant gains in Science proficiency for FY22, we did not meet our SIP goal of attaining at least 60%. For FY22 we did see an increase of 11 points, leaving us at 51.5%. Science proficiency is extremely important as students matriculate into middle school and eventually onto high school. In 2019, Science achievement at Allamanda was at 55%. This was 4% above the District and 2% above the State. Since that time, Allamanda has declined in Science, with the lowest being in 2021 when Allamanda only achieved 41% achievement in Science.

**Measurable****Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We intend to increase overall Science achievement to at least 60% proficiency as evidenced by the end of year state assessment. Progress will be evident through the performance on District standards based assessments that are given throughout the year. These assessments will also provide data for the teachers so they can modify instruction and remediation.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through strategic and authentic oversight of instructional delivery and planning. Unit FSQs and USAs will be analyzed and reviewed to identify misconceptions and gaps in learning. Data will also be collected from Science tutorials. Consistent classroom walk-through's and data chats will be carried out by administration.

**Person responsible for monitoring outcome:**

Corey Ferrera (corey.ferrera@palmbeachschools.org)

**Evidence-based****Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Utilization of the PENDA Science program in grades 4/5. This program will be used to supplement the Science curriculum and review the often missed, fair-game standards. PENDA was also used last year in 5th grade as a trial and it was well received by both staff and students.

**Rationale for****Evidence-based****Strategy:**

Explain the rationale for

The PENDA program is able to fill the gaps in standards acquisition in a fun way that is engaging for the students. Since we did see growth in FY22, we would like to continue with the use of the program on a more consistent and longer term.

**selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

#### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Authentic unit planning and disaggregation of student data through structured PLCs. Administration will authentically monitor the viability of the curriculum and planning. Classroom walk-through's will be bi-weekly during the Science block in all classes.

**Person Responsible** Melissa Goett (melissa.goett@palmbeachschools.org)

Consistent participation in Science curriculum cadres by all Science teachers.

**Person Responsible** Melissa Goett (melissa.goett@palmbeachschools.org)

### **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

#### **Describe how the school addresses building a positive school culture and environment.**

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Allamanda continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360

lessons which are delivered to the students from their content-area teachers. Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the Suite360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

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.

Our ESOL Coordinator and School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few.

Monitoring of attendance, including late drop-offs and early pick-ups, is done by our teachers, the counselors, and the SBT and is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be using postcards to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s). School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success, students receive brag tags, certificates, individual reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

Our students participate in activities and studies including, but not limited to, art expos of different cultures in art class, in music class our students study music of different eras and countries, and in media class 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 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 7:30 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 their annual field trip.

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

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.

School Counselor: Supports a positive culture and environment through lessons they teach that are unique



and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included.

Teachers: 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. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan 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:

(g) 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.

(h) 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.

(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions 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.

(t) 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.