

The School District of Palm Beach County

Allamanda Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Allamanda Elementary School

10300 ALLAMANDA DR, Palm Beach Gardens, FL 33410

<https://a1es.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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>
Wooley, Nadine	Assistant Principal	<p>As assistant Principal, Mrs. Wooley Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She 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. She also supports the principal in building a culture of pride, trust, and respect. Mrs. Wooley monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction. Mrs. Wooley also plays an important role specifically in the implementation</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and oversight of iReady, ELA & 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 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 participates in and supports 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.</p>

Name	Position Title	Job Duties and Responsibilities
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.
Campbell, Heidi	Other	Team leader for all Speech-Language Pathologists on campus.
Beech, Daniel	Teacher, K-12	Math Resource- Title I
Kirby, Samantha	Teacher, K-12	Speech language pathologist, Health & Wellness Coordinator

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools. Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math resource teachers, ESOL, ESE, and the Administrative Team.

Our ESOL Teacher and CLF work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign-in parents/visitors before they can go to a classroom, or school event on campus. Additionally, the entire staff has been trained in the Centegix System.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Student assessments include the new Progress Monitoring which occurs 3 times per year. In K- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics.

The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every other week per grade level. Grade level teachers meet with the academic resource teachers 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 through evidence collection and aggressive monitoring. Additionally each grade level team will plan for the work discussed at PLC, and administration will closely monitor implementation.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, iReady Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The iReady Diagnostic and the FAST/STAR assessments will occur three times a year. In addition for 6 weeks after the fall iReady reading diagnostic, Allamanda will participate in the phonics initiative to build foundational skills in order to efficiently close the reading gap for identified students.

Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able to individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/implementation,
- Formative/Summative Assessments and Technology.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	60%
2022-23 Economically Disadvantaged (FRL) Rate	80%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	34	35	31	25	23	29	0	0	0	177	
One or more suspensions	2	1	3	0	6	10	0	0	0	22	
Course failure in English Language Arts (ELA)	23	31	31	30	0	33	22	0	0	170	
Course failure in Math	16	15	17	9	22	24	0	0	0	103	
Level 1 on statewide ELA assessment	0	0	0	19	29	25	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	15	22	27	0	0	0	64	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	4	19	29	25	0	0	0	79	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	21	24	29	39	37	0	0	0	168

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	34	35	31	25	23	29	0	0	0	177
One or more suspensions	2	1	3	0	6	10	0	0	0	22
Course failure in ELA	23	31	31	30	33	22	0	0	0	170
Course failure in Math	16	15	17	9	22	24	0	0	0	103
Level 1 on statewide ELA assessment	0	0	0	19	29	25	0	0	0	73
Level 1 on statewide Math assessment	0	0	0	15	22	27	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	17	8	4	8	0	0	0	39

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	21	24	29	39	37	0	0	0	168

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	34	35	31	25	23	29	0	0	0	177	
One or more suspensions	2	1	3	0	6	10	0	0	0	22	
Course failure in ELA	23	31	31	30	33	22	0	0	0	170	
Course failure in Math	16	15	17	9	22	24	0	0	0	103	
Level 1 on statewide ELA assessment	0	0	0	19	29	25	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	15	22	27	0	0	0	64	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	17	8	4	8	0	0	0	39	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	21	24	29	39	37	0	0	0	168

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	53	53	58	59	56	60		
ELA Learning Gains				60			62		
ELA Lowest 25th Percentile				47			52		
Math Achievement*	57	57	59	60	53	50	55		
Math Learning Gains				62			44		
Math Lowest 25th Percentile				65			33		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	46	54	54	52	59	59	41		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	73	56	59	59			59		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	269
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	39	Yes	1	
AMI				
ASN	53			
BLK	35	Yes	1	
HSP	48			
MUL	74			
PAC				
WHT	60			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	57			
AMI				
ASN	61			
BLK	48			
HSP	53			
MUL	69			
PAC				
WHT	65			
FRL	54			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			57			46					73
SWD	29			36			40				5	73
ELL	38			36			21				5	73
AMI												
ASN	47			59							2	
BLK	37			37			45				4	
HSP	43			50			36				5	70
MUL	62			85							2	
PAC												
WHT	58			67			56				4	
FRL	41			49			37				5	59

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	58	60	47	60	62	65	52					59
SWD	42	47	45	45	51	65	40					10
ELL	57	65	50	57	58		50					59
AMI												
ASN	61	64		56	64							
BLK	42	56	53	44	62	63	19					
HSP	57	54	33	56	58	58	54					54
MUL	57	75		69	73							
PAC												
WHT	67	63	50	71	64	64	73					
FRL	51	57	50	49	56	61	43					62

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	60	62	52	55	44	33	41					59
SWD	44	48	25	48	32	30	38					
ELL	52	80		52	40							59

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	81			76								
BLK	44	52		37	26		33					
HSP	58	65		51	41		25					44
MUL	60			60								
PAC												
WHT	70	62		64	50		49					
FRL	54	61	53	46	43	43	31					54

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	56%	-4%	54%	-2%
04	2023 - Spring	53%	58%	-5%	58%	-5%
03	2023 - Spring	43%	48%	-5%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	83%	54%	29%	54%	29%
03	2023 - Spring	64%	57%	7%	59%	5%
04	2023 - Spring	40%	52%	-12%	61%	-21%
05	2023 - Spring	55%	56%	-1%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	51%	-10%	51%	-10%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data below demonstrates the achievement levels of the FAST tested grade levels in all content areas and ESSA identified subgroups:

ELA Math Science

FY21 61 55 41

FY22 58 60 52

FY23 50 58 43

FY23 Grade Level Break Down:

ELA Math

3rd Grade 43% 65%

4th Grade 53% 41%

5th Grade 53% 56%

6th Grade 83%

FY23 Subgroup Break Down:

ELA FY22 FY23 Math FY22 FY23

Total 58% 49% 58% 58%

W Fem 75% 62% 63% 62%

B Fem 55% 55% 56% 45%

H Fem 62% 44% 48% 59%

ELL Fem 33% 28% 30% 33%

SWD Fem 33% 34% 27% 45%

W Male 56% 56% 64% 73%

B Male 37% 22% 39% 28%

H Male 52% 37% 54% 46%

ELL Male 52% 24% 44% 36%

SWD Male 40% 22% 43% 30%

Overall lowest performance for student achievement occurred in Science. Although there was a large gain in achievement between FY21 and FY22 (+11%), there was a loss in achievement from FY22 to FY23 (-9%). Allamanda will continue to use the purchased Penda Science program, while expanding the use of the program to 4th grade. Student participation and progress will be closely monitored in order to provide corrective feedback aligned to the benchmark and intended learning. Additionally, spiral review of both fair-game and grade level standards will be incorporated within the science block while increasing exposure to hands on activities that will enrich the standards based learning experience. Finally, we will increase student exposure to Science vocabulary though building a vocabulary rich environment and though innovative review within the Fine Arts classes.

A large contributing factor to the decline in student achievement is the truancy rate, but specifically in the lower performing ELL and SWD subgroups, which caused a lack of achievement in ELA, Science, and Math.

15+ Absences:

Total 35%
W Fem 26%
B Fem 38%
H Fem 34%
ELL Fem 41%
SWD Fem 39%
W Male 32%
B Male 39%
H Male 50%
ELL Male 41%
SWD Male 45%

Allamanda will put in place a truancy plan which will include all stakeholders at both a school and district level. In addition, students that meet the requirements for Mandatory SBT Truancy will be added to the SBT agenda.

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

FY22 Compared to FY23:

ELA Math
SWD 27.9 (-14) 35.1 (-10)
ELL 28.9 (-28) 35.6 (-21)
B 34.5 (-7) 34.5 (-9)
H 39.7 (-17) 50.7 (-5)
FRL 41.1 (10) 49.7 (+1)

Overall, ELA proficiency dropped 8% from FY22 to FY23. Our lowest performance was the drop in the ELL subgroup when disaggregating the data.. This subgroup saw a loss of 28% in ELA and a loss of 21% in Math when comparing achievement levels on FY22 FSA to FY23 FAST.

In addition, the SWD subgroup is another area of concern where Allamanda saw a loss of 14% in ELA and a loss of 10% in Math.

A contributing factor is that Allamanda has seen a steady rise in terms of students that have historically been on alternative standards and got 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. This testing makes it very challenging for these students and results in a lack of achievement. However, by finding trends in student data and works samples teacher will differentiate instruction to meet the needs of their learners.

We feel the decline in our SWDs is a trend, and we need to focus additional support for our SWDs. Though grade level PLCs there will be an alignment between general education teachers and self-contained ESE classroom teachers. We also need to ensure we continue to support our ELLs with strategic interventions. We will need to work closely with the ESE and Multicultural department at the district to further ensure our teachers are receiving all the support they need to ensure student growth and achievement. Additionally, a focus on building foundational skills through Tier 1 instruction in PreK-3rd grade will ensure consistent and effective literacy instruction.

Data shows that teachers were unclear of the use of best practices and the proper accommodations for subgroups, so PD will be provided for scaffolding of lessons. This consistency will provide appropriate

accommodations to meet students' learning needs.

We will ensure Professional Learning Communities are focused and aligned on the review of data and best practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLCs we can ensure that all students receive rigorous instruction and small group support to meet their individual needs. PLC implementation will be tracked by administration.

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.

FY23 Science Data (Florida's Urban 7):

Pinellas-60
Orange-59
Palm Beach-51
State-51
Miami-Dade-50
Duval-48
Hillsborough-47
Broward-46
Allamanda-43

The greatest gap between the state of Florida and Allamanda Elementary is in Science. An additional contributing factor to this lack of achievement is the lack of growth among 5th grade students. Only 68% of 5th grade students met annual growth in iReady Reading and just 60% met annual growth in iReady math. The rate of students falling two or more grade levels below grew exponentially from Grade K-5. This resulted in 38% of 5th grade students reaching their stretch growth in reading and 23% in math. A need for early intervention is needed to close to gap on foundational skills and raise student achievement in all academic areas including science with is dependent on the proficiency levels and academic growth in ELA and Math.

For FY24 a change in the 5th grade master board will increase rigor resulting in utilizing the school district's Strategic Plan for "Academic Excellence and Growth", by:

- Engaging in teaching and learning that results in academic excellence
- Students taking ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means
- Teachers creating a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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

FY23 Math Subgroup Break Down:

Math FY22 FY23
Total 58% 58%
W Fem 63% 62%
B Fem 56% 45%
H Fem 48% 59%
ELL Fem 30% 33%
SWD Fem 27% 45%
W Male 64% 73%
B Male 39% 28%
H Male 54% 46%

ELL Male 44% 36%
SWD Male 43% 30%

Based off state assessment data, the area that showed consistency was in Math. Overall student achievement remained the same in FY22 and FY23. An increase was seen in the female hispanic subgroup with 59% (+11%). Additionally, the female SWD subgroup also saw an increase with 45% (+18%).

Contributing factors to consistency in Math achievement with an increase in the female Hispanic and SWD subgroups include structured and strategic tutoring specifically geared for our low 25%. Tutoring sessions throughout the year targeted fluency skills specifically geared to these identified students, allowing teachers to scaffold lessons to address individual student needs and deficits. Additionally, iReady club offered subgroups equitable participation, while increasing program fidelity.

In order to grow achievement Allamanda will continue to expose all students to accelerated math in 3rd grade. This accelerated path allows all students an opportunity to be exposed to challenging and rigorous coursework.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

10% or more Absence

Reading Deficiency

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

Professional Learning Communities focused on data analysis, student evidence, identifying students that fall under various subgroup categories, planning for whole group and small group instruction, incorporating best practices to ensure student growth and achievement for all students, and PLC Implementation tracking by administration.

Professional development in reading, math, and science in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide early intervention to targeted students.

Double down model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups.

Continue push in model for ELA, Math, and Science block for SWDs and ELLs.

Engaging all stakeholders in decreasing the truancy rate.

- Work together to develop trust, build common understanding and language, to support an appropriate level of transparency
- Learn from one another and give constructive feedback through a safe protocol that can move the work forward
- Collaboratively examine data with an equity lens
- Communicate with and gather input from students, parents, and community partners about reform efforts

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Allamanda will build up the school-wide positive behavior system through implementing the Character Now-Character Education Program within the ongoing PBIS already in place. In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

2022 # of Students: 703 ODR 35 ISS 8 %ISS 8 OSS 19 %OSS 2.7

2023 # of Students: 722 ODR 28 ISS 2 %ISS .2 OSS 15 %OSS 2.0

Character Now - Character Education Program will be implemented in Health & Wellness. The School District of Palm Beach created seven pillars to organize the character education program which align to State Standards and Statute. Students will engage in open conversations regarding the monthly pillar. Students who demonstrated the monthly pillar will be recognized.

October - Demonstrating Respect

* Treat others how you would like to be treated.

November - Being Responsible

* Do what you say you will do.

December - Being Generous & Helpful (Charity)

* You have two hands. One to help yourself and one to help others.

January - Being Honest & Trustworthy

* The time is always right to do what's right.

February - Showing Kindness & Empathy

* If you think someone can use a friend, be one.

March - Demonstrating Tolerance

* There is beauty to be found in our differences.

April - Cooperating & Demonstrating Citizenship

* Alone we can do so little. Together we can do so much.

Measurable Outcome:

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

Student Outcomes:

Reducing the amount of discipline referrals by .5% by December 2023 and by another .5% by the end of the year.

Teacher practice outcomes:

By December 2023, 80% of our teachers will positively reinforce student behaviors through implementation of the PBIS plan which includes Character Now, reducing the need for classroom calls and in turn the need for discipline referrals.

By February 2024, 100% of our teachers will positively reinforce student behaviors, through implementation of the PBIS plan which includes Character Now, reducing the need for classroom calls and in turn the need for discipline referrals.

Monitoring:

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

Classroom Observation
Review and Monitor Discipline Data & Classroom Call logs
Allamanda Care Weekly Meetings

Person responsible for monitoring outcome:

Nadine Wooley (nadine.wooley@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School Wide Positive Behavior System
Parent Involvement
Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order to increase instructional time.

Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school.

Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Review expectations within PBIS and Character Now

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

By When: 09/2023

Teachers reinforce expected behaviors in and out of the class through positive rewards

Person Responsible: Nadine Wooley (nadine.wooley@palmbeachschools.org)

By When: 09/2023

Celebrations are held monthly

Person Responsible: Nadine Wooley (nadine.wooley@palmbeachschools.org)

By When: End of each monthly pillar

Ongoing student recognition through Swam Store

Person Responsible: Brooke Gudgell (brooke.gudgell@palmbeachschools.org)

By When: 05/2024

Review behavior and discipline data (including room calls) at Allamanda Cares

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

By When: Bi-weekly with Allamanda Care Team

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

By focusing on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

The results of our ELA ESSA (ELL and SWD) Subgroups were the lowest performing categories. The ELA school-wide proficiency decreased eight percentage points and the Math proficiency decreased two percentage points. Our ESSA identified ELL subgroup decreased 28% in ELA and 21% in Math and the SWD subgroup decreased 14% in ELA and 10% in Math. The gap between 2023 ELA Achievement (50%) and the District average (54%) is 4%. The gap between 2023 Mathematics Achievement (58%) and the District average (57%) is 1%. Science Achievement declined from 52% to 43%, reflecting a gap with the District of 8%.

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to

plan, implement, and carry-out standards-based lessons focusing on instructional delivery practices requiring students to work to the full intent of the standard. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We will establish a culture of high expectations and continuous improvement by exposing students to the rigor of the standard. In ELA had the lowest achievement level was third grade. These students are now entering into fourth grade. Ensuring teachers receive the adequate training and supports towards great instruction will lead towards positive learning gains improvements school wide. The ELA results by grade level were 43% in 3rd, 53% in 4th, and 53% in 5th.

Measurable Outcome:

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

Student Outcomes:

By February 2024, we will increase the overall percentage of students meeting proficiency on ELA Progress

Monitoring by 6% bringing us to 56%.

By May 2024, Allamanda we will increase the overall percentage of students meeting proficiency on ELA Progress Monitoring by an additional 6% (total of 12% for FY24) bringing us to 62%. We will increase the ELL proficiency by 6% for an increase to 45% and we will increase the SWD proficiency by 6% for an increase to 34%.

We will increase the percentage of students meeting proficiency in Math by 7% in FY24 bringing us to 65% Proficiency, which would include an increase of 4% for the ELL subgroup (41%) and 3% for the SWD (31%) subgroup.

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a critical step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At Allamanda Elementary we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/evidence collection, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/implementation, and all Formative/Summative Assessments and Technology
The monitoring will be supported by key members of the leadership team.

Person responsible for monitoring outcome:

Corey Ferrera (corey.ferrera@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including iReady. Language Arts teachers will use iReady and writing strategies to enhance student ability to integrate knowledge. Science teachers will use Penda to enhance student instruction.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students need for standards based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs proven successful in preparing students for the FAST.
2. Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. iReady and Penda have aided in significantly increasing student achievement when the programs used with fidelity. The incorporation of writing strategies are effective tools that enable teachers to differentiate instruction based on a students specific area of need.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Students will be assessed using USAs and FSQs in Math, ELA, and Science. Teacher will utilize differentiated Instruction strategies and small group instruction in all ELA and Math blocks.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, ELLs).

4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Nadine Wooley (nadine.wooley@palmbeachschools.org)

By When: Will begin within the first two weeks of school. Teachers will review data from Fy23 and conduct assessments to ensure proper placement. Small groups will continue throughout the year.

1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for tutorials.

Person Responsible: Samantha Kirby (samantha.kirby@palmbeachschools.org)

By When: October

Adaptive Technology:

1. Provide teachers with professional development to ensure appropriate use of adaptive technology.
2. Teachers will develop a rotational schedule to ensure all students have access to technology.
3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs.

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

By When: Biweekly PLC implementation

PLC's/Professional Development:

1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. Instructional resource teachers will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. Resource teachers will assist with standards-based planning to build teachers capacity with standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Resource teachers will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Nadine Wooley (nadine.wooley@palmbeachschools.org)

By When: PLCs and Professional Development will begin within the first month. Topics are determined based on data and observations of classrooms. PLC's and PD will continue throughout the school year.

Coaching

1. Employ two resource teachers.
2. Resource teachers will develop and implement the coaching cycle to build teachers capacity focusing on the gradual release model, small group instruction and differentiated instruction.
3. Admin will review data and construct classroom walks to tier the teachers to support them based on need.
4. Resource teachers will assist with standards-based planning to build teachers capacity.

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

By When: Will begin in the first two week so of school and will continue throughout the school year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

iReady shows that our overall primary proficiency is low:

Kindergarten- 31% Proficient
 First Grade- 51% Proficient
 Second Grade- 46% Proficient

According to the data our students are not entering third grade prepared for the rigor of the standards and state assessment. According to iReady FY 23 data 46% of our incoming third grade students are reading at an on-grade level data. 28% of the set of third graders from FY23 arrived to fourth grade reading on grade level. This showcases the need for early intervention of foundational skills as the ready gap grows exponentially. Allamanda will be taking part in the iReady phonics initiative.

The iReady data breakdown (K-2 Average) shows lack of proficiency in foundational skills showcasing a need for participation in the phonics initiative:

Phonological awareness- 53% Proficient
 Phonics- 47% Proficient
 High-Frequency Words- 58% Proficient
 Vocabulary- 38% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 44% For literature text and 39% for Nonfiction text.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the District Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

ELA Math Science
 FY21 61 55 41
 FY22 58 60 52
 FY23 50 58 43

FY23 Grade Level Break Down:
 ELA Math
 3rd Grade 43% 65%
 4th Grade 53% 41%
 5th Grade 53% 56%
 6th Grade 83%

FY23 Subgroup Break Down:
 ELA FY22 FY23 Math FY22 FY23
 Total 58% 49% 58% 58%
 W Fem 75% 62% 63% 62%
 B Fem 55% 55% 56% 45%
 H Fem 62% 44% 48% 59%
 ELL Fem 33% 28% 30% 33%
 SWD Fem 33% 34% 27% 45%
 W Male 56% 56% 64% 73%
 B Male 37% 22% 39% 28%
 H Male 52% 37% 54% 46%
 ELL Male 52% 24% 44% 36%
 SWD Male 40% 22% 43% 30%

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Student ELA Outcomes:

FY23: By February FY24: By May FY24:

Kinder: 31% 45% 65%
First: 51% 58% 65%
Second: 46% 56% 65%

Grades 3-5 Measurable Outcomes

Student ELA Outcomes:

By February 2024, we will increase the overall percentage of students meeting proficiency on ELA Progress

Monitoring by 6% bringing us to 56%.

By May 2024, Allamanda we will increase the overall percentage of students meeting proficiency on ELA Progress Monitoring by an additional 6% (total of 12% for FY24) bringing us to 62%.

By May 2024, Allamanda will increase the 3rd Grade Reading Proficiency on ELA Progress Monitoring to 62%. This will require a 19% increase from FY23.

We will increase the ELL proficiency by 6% for an increase to 45% and we will increase the SWD proficiency by 6% for an increase to 34%.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a critical step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At Allamanda Elementary we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/evidence collection, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/implementation, and all Formative/Summative Assessments and Technology.

In addition, each grade level teams will review iReady diagnostic and growth monitoring checks, in addition to monitoring students participating in the iReady phonics initiative, lesson pass rates, and completing student accountability data chats.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Ferrera, Corey, corey.ferrera@palmbeachschools.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady and Benchmark data to meet the student's need for foundational skill practice and to identify areas of weakness for targeted remediation. Small groups based on evidence collection for ongoing and daily reteach groups will make it easy for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. Weekly benchmark assessments will also be used to support growth within the standards. Students take personalized feedback and use it during whole class instruction, so the result is improved student outcomes.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of teaching and learning.

3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an

easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Develop Literacy Leadership Team: Develop a plan to monitor the implementation Ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)</p>	<p>Ferrera, Corey, corey.ferrera@palmbeachschools.org</p>
<p>Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments. (FSQs used as learning tool). Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities. d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust and scaffold instruction continuously.</p>	<p>Wooley, Nadine, nadine.wooley@palmbeachschools.org</p>
<p>Interventions (Assessment / Professional Learning) 1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. 2. Use K-5 Reading intervention with guidelines for schools to determine students' needs</p>	<p>Puppo, Sheri, sheri.puppo@palmbeachschools.org</p>
<p>Professional Development: 1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions. 2. School leaders share the plan with staff in faculty meetings and PLCs. 3. The principal and assistant principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively. 4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development. 5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress. 6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine</p>	<p>Ferrera, Corey, corey.ferrera@palmbeachschools.org</p>

Action Step

Person Responsible for Monitoring

individual school needs and provide additional training and support.
7. The District Reading Collaboration team provides professional development to schools based on needs.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A