

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: ALLAMANDA ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Marilu Garcia

SAC Chair: Wayne Anderson

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

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| School Grades Trend Data |
| Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data |
| High School Feedback Report |
| K-12 Comprehensive Research Based Reading Plan |

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|-----------|---------------|---|------------------------------|--------------------------------|---|
| Principal | Marilu Garcia | BA in Psychology; Masters in Language Communications; Reading Specialist Certification; Certified in Elementary Ed, ESE, and Educational Leadership | 12 | 19 | <p>Principal at Allamanda Elementary 2006-07; School Grade- A; AYP- No; 97% of criteria met; SWD 94% tested in Math; 83% Reading Mastery, 83% Math Mastery, Science Mastery 55%.</p> <p>Principal at Allamanda Elementary 2007-08; School Grade- A; AYP- No; 97% of criteria met; Black students did not meet AYP in Reading or Math; Reading Mastery 83%; Math Mastery 88%; Science Mastery 57%.</p> <p>Principal at Allamanda Elementary 2008-09; School Grade- A; AYP- Yes; Reading Mastery 88%; Math Mastery 89%; Science Mastery 71%.</p> <p>Principal at Allamanda Elementary 2009-2010; School Grade- A; AYP- No; Reading Mastery 88%; Math Mastery 88%; Science Mastery 76%;</p> <p>Principal at Allamanda Elementary 2010-</p> |

| | | | | | |
|-----------------|-----------------|---|---|---|--|
| | | | | | 2011; School Grade- A; AYP- No; Reading Mastery 89%; Math Mastery 89%; Science Mastery 73%; Principal at Allamanda Elementary 2011-2012; School Grade- A; Reading Mastery 69%; Math Mastery 63%; Science Mastery 72%; |
| Assis Principal | David Dickerson | BS in Elementary Education; MS in Educational Leadership; Certification in Elementary Ed (1-6) and Educational Leadership | 3 | 3 | Assitant Principal at Allamanda Elementary 2009-2010; School Grade- A; AYP- No; Reading Mastery 88%; Math Mastery 88%; Science Mastery 76%. Assistant Principal at Allamanda Elementary 2010-2011; School Grade- A; AYP- No; Reading Mastery 89%; Math Mastery 89%; Science Mastery 73%; Assistant Principal at Allamanda Elementary 2011-2012; School Grade- A; Reading Mastery 69%; Math Mastery 63%; Science Mastery 72%; |

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|--------------|------|-----------------------------|------------------------------|--------------------------------------|---|
| N/A | | | | | |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|--|------------------------|---------------------------|---|
| 1 | 1. Pre-school meeting of new teachers with administration. | Assistant Principal | August | |
| 2 | 2. Assign mentor teacher and develop and implement beginning teacher plan. | Assistant Principal | On-going | |
| 3 | 3. Advertise and fill positions in a timely manner with referrals from peers, allowing experienced professionals to join our team. | Principal | On-going | |
| 4 | Network with local colleges/professional organizations. | Principal/Grade Chairs | On-going | |

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|--|---|
| Danielle Dudley- Teaching Out of Field Elissa Hagan- Teaching Out of Field | Both teachers are working toward obtaining their Autism Endorsement. |

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 73 | 1.4%(1) | 23.3%(17) | 30.1%(22) | 43.8%(32) | 38.4%(28) | 97.3%(71) | 4.1%(3) | 4.1%(3) | 57.5%(42) |

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|----------------|-----------------|---|---|
| Gail Rappaport | Elissa Hagan | Master Veteran ASD teacher with over 20 years of experience with great success. | <ol style="list-style-type: none"> 1. Assign a mentor 2. Professional Development based on Marzano's "The Art & Science of Teaching" to include video vodcasts 3. Meet on regular basis 4. Observe other teachers: experts in the field |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

- Services will be provided to remediate students during school and after school.
- Professional Development will be based on Marzano's "The Art and Science of Teaching" and the new evaluation system.
- Parent Liaison will be used to increase parent involvement.
- Resource teacher will be used to assist with staff development, tutoring and co-teaching when needed.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

District provided SAI teacher will remediate students during the school day.

Violence Prevention Programs

Single School Culture and Appreciation of Multicultural Diversity.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Required instruction listed in FL Statute 1003.42(2), as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE coordinator, school psychologist, classroom teacher, resource teacher, ELL teacher, CIT, SAI teacher and school nurse.

The principal provides a common vision for the use of data-based decision-making to ensure:

- A sound, effective academic program is in place
- A process to address and monitor subsequent needs is created
- The School Based Team (SBT) is implementing RtI processes
- Assessment of RtI skills of school staff is conducted
- Fidelity of implementation of intervention support is documented
- Adequate professional development to support RtI implementation is provided
- Effective communication with parents regarding school-based RtI plans and activities occurs

Our resource teacher will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, resource teacher, CIT) and report back on all data collected for further discussion at future meetings.

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the

identified problem.

-Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

-Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AMOs
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services

The resource teacher will provide professional development for the staff and SAC members on the RtI process.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-5 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-5 Literacy Assessment System

End of year data:

- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes

Describe the plan to train staff on MTSS.

Our school-based, district trained resource teacher will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support (PBIS)
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions

-Tools utilized to identify specific discrepancies in reading

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Training will take place at LTMs and PDDs.

Data analysis will be addressed at LTMs based on EDW reports, RRR, and Diagnostics.

The SBT will collaboratively implement the MTSS as stated in the SIP.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

This team is composed of the principal, SAI teacher, media specialist, and a representative from each grade level.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The team meets on a monthly basis, including the principal and a chair. Functions include data analysis, professional development planning and delegation of resources.

What will be the major initiatives of the LLT this year?

This team will continue to oversee the Lucy Calkins reading and writing initiative, plan parent training nights in reading and writing, analyze data and assign appropriate interventions. They will plan appropriate professional development, including familiarizing all stakeholders with the Common Core Standards.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/6/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

At Allamanda Elementary School all incoming Kindergarten students will be screened using informal teacher assessments, and the Early Childhood Observation System (ECHOS) to determine their individual instructional needs and for grouping purposes during instruction. ECHOS is a brief observational screening instrument designed to measure growth and development in the areas of Language and Literacy, Mathematic, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness and Creative Arts. FAIR consists of a broad screen including the tasks of Letter Sounds, Phonemic Awareness and Word Reading. Students who perform low on this screen will be given additional tasks in a Targeted Diagnostic Inventory covering the areas of Print Awareness, Letter identification, Phonemic Awareness, Letter Linking, and Word Building to better focus instruction on their weaknesses. Progress monitoring will be done three times yearly using the Palm Beach County K-3 assessment continuum.

Screening data will be collected on or before the 30th instructional day. This data will be used during the initial instruction (ii) for grouping purposes during the guided reading portion of Balance Literacy block or Reader's Workshop conferring and also used to determine those students in need of immediate intensive intervention (iii) time.

Social and interpersonal skill instruction will occur throughout the day through the use of positive reinforcement techniques for pro-social behavior.

Families will be invited to our school both in the spring, prior to Kindergarten, and in the fall. Parents will receive necessary information as well as training on how they can best assist their child.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | |
|--|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: | The number of students passing the FCAT reading was 69%. This is the first year that all FCAT taking students were counted in this calculation, including our large ESE population. The more dramatic drops were in 4th and 5th grades. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 69% or 181 students reached proficiency in reading. | For FY13, Allamanda Elementary will increase the number of students reaching proficiency in reading to 75%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|---|
| 1 | Time for training. Money for materials. | Continue and expand use of the Reader's Workshop model in grades K-5. | Principal & District support | Teachers will confer with students to determine reading strengths and needs. RRR will be administered periodically and as needed. | Fountas & Pinnell Running Reading Records (RRR) |
| 2 | Teacher response and buy-in. | Continue implementation of Common Core Standards for Kindergarten and expand into First grade. | Principal and District staff | LTM discussions, observations | Lesson plans |
| 3 | Limited resources | Continue a variety of support services as needed: iii, tutoring, English Language Learning (ELL), Supplementary Academic Instruction (SAI), and Exceptional Student Education (ESE). | Principal Resource/Staff Developer Teacher | Collection and examination of on-going student data. | Diagnostics RRR Levels |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|---|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b: | Allamanda Elementary is an ASD/InD cluster site. As baseline data, 66% of the students scored 4 or above. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In FY12, 66% of students taking the FAA achieved proficiency (level 4 or above). | For FY13, Allamanda Elementary will increase the number of students reaching proficiency to 70%. |

Problem-Solving Process to Increase Student Achievement

| | Person or | Process Used to |
|--|-----------|-----------------|
|--|-----------|-----------------|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|--|---|-------------------------------------|-----------------|
| 1 | Time | All teachers and SLPs will be trained in the administration of the FAA. | Principal Grade Chairs District Staff | Observations Committee Meetings | Data Collection |
| 2 | Time | All teachers and SLPs will base students' IEP goals and instruction on access points. | Principal Grade Chairs | Observations Committee Meetings | Data Collection |
| 3 | Time | A monitoring plan will be implemented, assessing student mastery of curriculum, allowing for reteaching. | Principal District Staff | Observations Committee Meetings | Data Collection |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a: | Allamanda Elementary had 102 students in levels four and five on FCAT reading. FY12 will be a baseline year since this is the first time all FCAT tested students were included in this calculation. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| For FY12, Allamanda Elementary had 39% of their students above proficiency in reading (levels 4 and 5). | For FY13, Allamanda Elementary will increase the number of students achieving above proficiency in reading by 5%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|-------------------------|---|---|---|---------------------------|
| 1 | Time/scheduling | After analysis of fall diagnostics scores, running record level and SRI lexile, literature circles will begin, including the fine arts block. | Media Specialist | Test results | EDW: Diagnostics; FCAT |
| 2 | Teacher time management | Increase critical thinking lessons through the use of Appropriate Book Choice, reading logs, response journals and FCAT question stems. | Principal and reading committee | LTM discussion | Student journals |
| 3 | Time | Continue "Cat Chats", goal setting between individual students and administrators, sharing with parents. Expand to examine reading goals (Reader's Workshop) increasing RRR levels. | Administrators | Teacher/Student feedback | Student goal sheet |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|---|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b: | FY12 is a baseline data year where 58% or 29 students scored level 7 or above. This was a slight decrease from 63% in FY11. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| | |
|---|---|
| In FY12, Allamanda Elementary had 58% of our FAA students score level 7 or above. | For FY13, Allamanda Elementary will increase the number of students scoring above proficiency in reading by 5%. |
|---|---|

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|-------------------------|---|---|---|---------------------------|
| 1 | Time | FAA students will be exposed to and moved into general education curriculum through differentiated instruction, as often as possible. | Teachers ESE contact | Child study team response | Student Data IEP Goals |
| 2 | Levels of students | Teachers and students will collaborate on setting reading goals, reviewing, conferring, resetting. | Teacher | FAA team discussion | Student Data IEP Goals |
| 3 | Time for administration | Teachers will administer RRR when applicable, using the information for diagnosis and remediation. | Teacher | FAA team discussion | Student Data IEP Goals |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | FY12 shows 71% of our students making learning gains in reading. This is a drop from 76%. Upon further examination, 5th grade reading showed .56 compared to 1.49 year's worth of growth. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| For FY12, 71% (86) of Allamanda Elementary students in grades 4 and 5 made learning gains in reading. | For FY13, Allamanda Elementary will increase the percent of students making learning gains in reading to 76%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|---|-----------------|
| 1 | Time for staff development; teacher acceptance | Continue to create reading environments including display of student work, word walls, anchor charts, schedules, and student targets. | Principal District support | Walkthroughs LTM Discussions | Marzano DQ6 |
| 2 | Teacher Coverage | Continue biweekly learning team meetings (LTM), expanding to meet and plan by subject area as well. | Principal Grade Chair or Committee Chair | LTM discussions | LTM agendas |
| 3 | Time | Continue to meet student needs through differentiated instruction, analyzing available data (EDW, RRR), diagnosing, remediating or enriching, through individual conferring or small group instruction (FCIM). | Principal Resource/Staff Developer Teacher District Support | LTM discussions Walkthroughs | Data, EDW, RRR |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|--|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: | As a baseline data year, FY12 shows 30% or 15 students showing learning gains in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In FY12, 30% of FAA students in grades 4 and 5 showed learning gains in reading. | For FY13, Allamanda Elementary will increase the number of students showing learning gains by 10%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|------------------------------|---|---|---|-----------------|
| 1 | Teacher time Cost of apps | Teachers will increase the use of technology for instruction including the following: iPads & apps. | District staff | Observation | Walkthroughs |
| 2 | Teacher Time | Teachers will increase the use of technology for instruction using Talking Books | District Staff | Observation | Walkthroughs |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4: | When examining data on the lowest 25% in reading, we are very pleased with the progress made and will continue in the current direction. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In FY12, 78% of students at Allamanda Elementary in the lowest 25% made gains in reading. | In FY13, the percent of students in the lowest 25% making learning gains in reading will increase to 80%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|------------------------|---|--|---|---------------------------|
| 1 | Teacher time | Refer all academically or behaviorally challenged students to School Based Team (SBT) and into the RtI process as needed. | Principal Resource/Staff Developer Teacher | LTM discussions | Diagnostics RRR Levels |
| 2 | Student transportation | Provide SES tutoring for Level 1 & 2 students. | Assistant Principal | Data analysis at LTM | End of year FCAT |
| 3 | Funds for kits | Implement Leveled Literacy Intervention (LLI) for struggling readers in grades K-2. | Principal VE teacher | LTM discussions Observations | LLI data sheets |

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

In six years our school will reduce the achievement gap by 10%.

5A :

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 74% | 77% | 79% | 81% | 84% | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: | The following subgroups did not meet 2012 Reading targets: Black and White. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White 24%; Black 53% | By 2013, 12% White and 37% Black will not make satisfactory progress. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|---|---|
| 1 | Time management Organization Funding | Implement monitoring plan, following teacher delivery, in all classrooms. | Principal Resource Teacher Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 2 | Time management Organization Funding | Assign intervention strategies as appropriate: small group reteach (resource teachers), and tutoring (SES, Title I, K-12 Grant, After School Program). | Principal Resource Teacher Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 3 | Time management Organization Funding | Follow up with continued monitoring and discussion at LTM. | Principal Resource Teacher Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 4 | Time management Organization Funding | Refer students to School Based Team and the RtI process as appropriate. | Principal Resource Teacher Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|-------------------------------------|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | Allamanda Elementary is a cluster site for students with disabilities. The data collected addresses many students not previously included. For FY12, 41% of our SWD did not achieve proficiency on the FCAT reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| For FY12, 41% of the Allamanda Elementary SWD students did not score satisfactory on FCAT reading. | For FY13, our target for our SWD students is for 31% not achieving proficiency on FCAT reading. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|--|---|
| 1 | Time Management Organization Funding | Implement monitoring plan, following teacher delivery, in all classrooms. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 2 | Time Management Organization Funding | Assign interventions strategies as appropriate: small group reteach (resource teachers) and tutoring (SES, Title I, K-12 grant, After School Program). | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 3 | Time Management Organization Funding | Follow up with continued monitoring and discussion at LTM. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 4 | Time Management Organization Funding | Refer students to Child Study Team as appropriate. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | In FY12, Allamanda Elementary was only 2 points from achieving our target goal for our Economically Disadvantaged students. 35% of Economically Disadvantaged students did not achieve proficiency. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| For FY12, 35% of Allamanda Elementary's Economically Disadvantaged students did not achieve mastery in FCAT reading. | In FY13, our target at Allamanda Elementary for Economically Disadvantaged students is 30% not achieving mastery on FCAT reading. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|--|---|
| 1 | Time Management Organization Funding | Implement monitoring plan, following teacher delivery, in all classrooms. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 2 | Time Management Organization Funding | Assign interventions strategies as appropriate: small groups reteach (resource teachers) and tutoring (SES, Title I, K-12 Grant, After School Program). | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 3 | Time Management Organization Funding | Follow up with continued monitoring and discussion at LTM. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 4 | Time Management Organization Funding | Refer students to School Based Team and the RtI process as appropriate. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Reader's Workshop | K-5 | District Staff | Reading Teachers K-5 | On-going monthly | Walkthroughs LTM discussions | Principal |
| Reading Components: RRR, LLI and Common Core Standards | K-5 | District Staff | Reading Teachers K-5 | On-going as needed | Walkthroughs LTM discussions | Principal |
| Monitoring Access Points/FAA | K-5 | District Staff | ESE Self-contained Teachers SLPs | September, 2012 | Observations | Principal |
| iPad Training | K-5 | Technology Teacher | ESE Self-contained Teachers | On-going as needed | Walkthroughs | Principal |
| Talking Books | K-5 | District Staff | ESE Self-contained Teachers | December, 2012 | Observations | Principal |
| Reader's Workshop/Teacher College NY | K-5 | Teacher College Staff | Reading Teachers K-5 | July, 2012 | Walkthroughs LTM discussions | Principal |
| RtI Training | K-5 | Resource/Staff Developer Teacher | K-5 Teachers | Aug-Oct, 2012 | LTM discussions | Principal Resource/Staff Developer Teacher |
| FAA Test Administration | 3-5 | District Staff | ESE Self-contained Teachers SLPs | Aug-Dec, 2012 | Observations | Principal Test Coordinator |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--|-----------------------|-----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| 1a.1 | Classroom Libraries, Mentor text, kits, materials & supplies | Title I | \$3,000.00 |
| 1a.1 | Classroom Libraries, Mentor text, kits | BallenIsles Grant | \$3,000.00 |
| 4.3 | LLI kits (Remediation program) | District | \$0.00 |
| 1a.3 | Tutoring | Title I | \$1,875.00 |
| 4.2 | Tutoring | Federal Funding (SES) | \$0.00 |
| 1a.3 | Tutoring | K-12 Grant | \$1,300.00 |
| 1a.3 | Tutoring | After School Program | \$1,500.00 |
| | | | Subtotal: \$10,675.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| 1a.3, 3a.3, 4.1 | .5 Resource/Staff Developer Teacher | Title I | \$31,820.00 |
| 1a.3, 3a.3, 4.1 | Staff Development Supplies (i.e. paper, printer ink, chart paper, pens, markers, etc.) | Title I | \$500.00 |
| 1b.1, 1b.3, 3b.1 | Substitutes for FAA and other ESE trainings | Operating Budget | \$1,000.00 |
| 1a.1, 3a.1 | Reader's Workshop Teacher College Training in NY | Title I | \$2,400.00 |
| 1a.1, 3a.1 | Pre-school Reader's Workshop Planning | Title I | \$3,000.00 |
| 1a.1, 3a.1 | Substitutes for Reader's Workshop training | Title I | \$2,568.00 |
| 1a.1, 1a.2, 2b.3, 3a.1 | Substitutes for Reader's Workshop & Common Core, RRR training | Operating Budget | \$4,000.00 |
| | | | Subtotal: \$45,288.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Grand Total: \$55,963.00 | | | |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

| | |
|---|---|
| 1. Students scoring proficient in listening/speaking. CELLA Goal #1: | In FY12, 48% of students taking the CELLA (32), were proficient in Listening/Speaking. This was a 2% decrease from FY11, but only 6 children were tested. |
|---|---|

2012 Current Percent of Students Proficient in listening/speaking:

For FY13, the percent of students proficient in listening/speaking will increase to over 50%.

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Time for training Money for materials | Continue and expand use of the Reader's workshop model in grades K-5. | Principal District support | Teachers will confer with students to determine reading strengths and needs. RRR will be administered periodically and as needed. | Fountas & Pinnell RRR |
| 2 | Limited resources | Continue a variety of support services as needed: iii, tutoring, ELL, SAI, and ESE. | Principal Resource Teacher ELL Teacher | Collection and examination of on-going student data. | Diagnostics and/or CELLA RRR Levels |
| 3 | Student reluctance to use a new language/use of English in the home | The ELL teacher will use all data collected (RRR, CELLA) to guide instruction and individualizing strategies: choral recitation, reader's theater, drama, oral poetry, visuals and vocabulary building exercises. | ELL teacher District Support | LTM discussions | Student data |

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|----------|---|---|-----------------|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|--|--|--|--|
|---|--|--|--|--|

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

CELLA Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|----------------------------------|----------------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| 1.2 | Tutoring | After School Program | \$1,500.00 |
| | | | Subtotal: \$1,500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| 1.3 | Substitutes for teacher training | Operating Budget | \$457.00 |
| | | | Subtotal: \$457.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$1,957.00 |

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a: | Using FY12 as a baseline data year, due to the inclusion of all FCAT taking students, 61% of our students in grades 3-5 achieved proficiency in Math. The largest drop was in 4th grade (88 to 71%), then 5th (66 to 59%) and then third (60 to 54%). |
|--|---|

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

| | |
|---|---|
| For FY12, 61% (163) of students in grades 3-5 were proficient in FCAT math. | In FY13, Allamanda Elementary will increase to 70% of students in grades 3-5 achieving an FCAT math level of three or higher. |
|---|---|

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|-----------------------------------|---|--|---|-----------------------|
| 1 | Common planning time for teachers | Continue to implement NGSSS in grades 1-5, with emphasis on the following: 1. attend district provided trainings; 2. use item specs to guide instruction; 3. assess pre-requisite skills early in the year for future reteaching and skill grouping. | Principal Resource Teacher Math Committee Chair | Teacher data collected: formal and informal | Diagnostics |
| 2 | Time | Continue to make use of the following in all math classrooms: anchor charts, manipulatives and word walls. | Principal Resource Teacher | Walkthroughs | Diagnostics Scores |
| 3 | Time to plan, assess | After data analysis, develop and implement a benchmark calendar differentiating instruction. | Principal Resource Teacher | LTM discussions Observations Walkthroughs | Core K-12 EDW data |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b: | Our baseline data from FY12 shows 64% (32) FAA students in grades 3-5 showing math proficiency. |
|---|---|

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

| | |
|---|--|
| For FY12, 64% of FAA students at Allamanda Elementary in grades 3-5 achieved proficiency. | For FY13, the number of FAA students in grades 3-5 achieving proficiency will increase to 70%. |
|---|--|

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---------------------|----------|---|---|-----------------|
|--|---------------------|----------|---|---|-----------------|

| | | | | | |
|---|---------------|--|---|------------------|--------------------|
| 1 | Time | All teachers and SLPs will be trained in the administration of the FAA. | Principal Team Leaders District Staff | Teacher comments | FAA Administration |
| 2 | Training Time | Teachers will continue the implementation of "Touch Math" for appropriate levels. | Principal Team Leaders | Observations | Touch Math data |
| 3 | Time | A monitor plan will be implemented to assess student mastery of curriculum, allowing for reteaching. | Principal Team Leaders | Teacher comments | Student data |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a: | Students scoring at or above level 4 showed a drop from 58% to 32%. This is significant. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| For FY12, 32% of students in grades 3-5 scored a level 4 or 5 on the math FCAT. | In FY13, Allamanda Elementary will increase the number of students scoring a level 4 or 5 on the math FCAT to 40%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--------------------------|--|---|---|-----------------|
| 1 | Time | Target potential Level 4/5 math students for support and enrichment through the use of IXL math software, for school and home use. | Resource Teacher 5th Grade Math Teacher | Diagnostic Results | EDW reports |
| 2 | Time Student interest | Continue student data chats, reviewing past performance, setting goals and providing support. | Assistant Principal | Diagnostics scores | EDW |
| 3 | Student transportation | Provide an open math lab before school, targeting level 4/5 students. | Math Teacher | Attendance | Reports |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|--|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b: | Since FY12 is the first year including this data, it will be used as a baseline. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In FY12, 44% (22) students in grades 3-5, taking the FAA, scored level 7 or above. | For FY13, Allamanda Elementary students in grades 3-5 and scoring level 7 or above on the FAA will increase by 6%. |

Problem-Solving Process to Increase Student Achievement

| | | | Person or | Process Used to | |
|--|--|--|-----------|-----------------|--|
|--|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|--|-------------------------------------|-------------------------------------|-----------------|
| 1 | Time | FAA students will be exposed to and moved into general education curriculum as often as possible through differentiated instruction. | Teachers ESE contact | Child study team response | Meeting minutes |
| 2 | Funding | Continue and expand the use of iPad and suitable apps when applicable. | Grade Chair Technology Teacher | Lesson plans | Student data |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a: | Upon closer examination of our learning gains in Math, 4th grade outperformed 5th grade. The drop was significant. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In FY12, 57% (72) of our students in grades 4 and 5 made learning gains on the math FCAT. | For FY13, the percent of students making learning gains on the math FCAT will increase to 60%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|----------------------|---|---|---|--|
| 1 | Time management | In primary grades, use formative assessments to guide instruction, reteaching and enrichment (FCIM). | Principal Math Committee Chair | Observation Diagnostics Results | Core K-12 Other assessments |
| 2 | Funds | In intermediate grades, increase use of technology: FASTT Math, Core K-12, to monitor student achievement, reteaching, remediating and enriching. | Resource Teacher Technology Teacher | LTM discussions | Teacher observation and informal testing |
| 3 | Adaptation to change | Implement the Common Core Standards in Kindergarten and first grade. | Principal Grade Chair | Observation | Lesson Plans |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b: | FY12 was a baseline data year for our FAA students. 34% (17) students showed learning gains in math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In FY12, 34% of FAA students at Allamanda Elementary showed learning gains in math. | In FY13, the number of FAA students showing learning gains in Math will increase to 40%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|---|---|---|------------------------|
| 1 | Lack of curriculum | Math goals for each student will be set at child study team meeting based on appropriate access points and reviewed periodically. | Teacher ESE Contact | Team discussion and minutes | Student data collected |
| 2 | Teacher time | Increase teachers common planning (FAA Committee) discussing best practices in Math (curriculum and strategies). | Principal FAA Committee Chair | Team discussion | Agenda and minutes |
| 3 | Teacher time | Monitor student progress through data collection, technology and reteach as needed. | Teacher District Support | Teacher observation | Student Data |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: | Learning gains in math for the lowest 25%, at 57% showed a slight decrease. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In FY12, 57% of the lowest 25% of students in grades 4 and 5 showed learning gains on the math FCAT. | For FY13, Allamanda Elementary will increase the number of students in the lowest 25% showing learning gains in math to 60%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|--|
| 1 | Funding availability Teacher time | Tutorials and skills groups will be implemented for select students. | Assistant Principal Resource Teacher | Data analysis | Teacher assessments Diagnostics reports |
| 2 | After school: transportation, parent involvement | Provide SES tutorial services to remediate students after school. | Assistant Principal | Data analysis of diagnostics; flagging tutorial. | Math profile in EDW |
| 3 | Resources for intensive remediation | Students not responding to interventions (tutorials, skills groups) will be referred to the School Based Team | Principal Resource Teacher | Data analysis of diagnostics | Math profile in EDW |

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

| | | | | | | |
|--|--|-----------|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal # | | | | | |
| | In six years our school will reduce the achievement gap by 9%. | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 75% | 78% | 80% | 82% | 84% | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following subgroup:

| | |
|---|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: | The following subgroups did not meet 2012 Math targets: Asian, Black, Hispanic, and White. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Asian 40%, Black 62%, Hispanic 40%, and White 26%. | By 2013, 19% Asian, 40% Black, 22% Hispanic and 17% White will not make satisfactory progress. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|--|---|
| 1 | Time Management Organization Funding | Implement monitoring plan, following teacher delivery, in all classrooms. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 2 | Time Management Organization Funding | Assign interventions strategies as appropriate: small groups reteach (resource teachers) and tutoring (SES, Title I, K-12 Grant, After School Program). | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 3 | Time Management Organization Funding | Follow up with continued monitoring and discussion at LTM. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 4 | Time Management Organization Funding | Refer students to School Based Team and the RtI process as appropriate. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: | Allamanda Elementary did not make satisfactory progress with ELL students. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| ELL students not making satisfactory progress in math was 66% for FY12. | In 2013, Allamanda Elementary will meet the target goal of 32% for ELL students not satisfactory in math. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|---|
| 1 | Time Management Organization Funding | Implement monitoring plan, following teacher delivery, in all classrooms. | Principal Resource Teachers Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |

| | | | | | |
|---|--|---|---|---|---|
| 2 | Time Management Organization Funding | Assign intervention strategies as appropriate: small group reteach (resource teachers) and tutoring (SES, Title I, K-12 Grant, After School Program). | Principal Resource Teachers Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 3 | Time Management Organization Funding | Follow up with continued monitoring and discussion at LTM. | Principal Resource Teachers Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 4 | Time Management Organization Funding | Refer students to School Based Team and LEP Committee as appropriate. | Principal Resource Teachers Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | Allamanda Elementary did not make satisfactory progress with SWD. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| SWD not making satisfactory progress in math was 37% for FY12. | In 2013, Allamanda Elementary will meet the target goal of 27% for SWD not satisfactory in Math. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|--|---|
| 1 | Time management Organization Funding | Implement monitoring plan, following teacher delivery, in all classrooms. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 2 | Time management Organization Funding | Assign intervention strategies as appropriate: small groups reteach (resource teachers) and tutoring (SES, Title I, K-12 Grant, After School Program). | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 3 | Time management Organization Funding | Follow up with continued monitoring and discussion at LTM. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 4 | Time management Organization Funding | Refer students to Child Study Team as appropriate. | Principal Resource Teacher Individual teachers | Frequent Learning Team meetings discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|--|--|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E: | Allamanda Elementary did not make satisfactory progress in math for Economically Disadvantaged students. |
|--|--|

| | |
|---|--|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 45% of Economically Disadvantaged students did not make satisfactory progress in math. | In 2013, 26% of Economically Disadvantaged students will not make satisfactory progress in math. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|---|---|
| 1 | Time Management Organization Funding | Implement monitoring plan, following teacher delivery, in all classrooms. | Principal Resource Teacher Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 2 | Time Management Organization Funding | Assign intervention strategies as appropriate: small group reteach (resource teacher) and tutoring (SES, Title I, K-12 Grant, After School Program). | Principal Resource Teacher Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 3 | Time Management Organization Funding | Follow up with continued monitoring and discussion at LTM. | Principal Resource Teacher Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |
| 4 | Time Management Organization Funding | Refer students to School Based Team and the RtI process as appropriate. | Principal Resource Teacher Individual teachers | Frequent Learning Team meeting discussing interventions and analyzing data. | RRR Diagnostics FCAT Individual teacher monitoring plans |

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|--|---|--|-----------------------------------|---|
| Common Core State Standards | K & 1 | District Staff | K & 1 Teachers | Summer/Fall, on-going | Walkthroughs LTM Discussions | Principal |
| Core K-12 | 3-5 | Resource Teacher Technology Teacher | 3-5 Teachers | On-going | Walkthroughs LTM Discussions | Principal |
| Touch Math | K-5 | District Staff | ESE Self-contained K-5 Teachers | On-going | Walkthroughs | Principal |
| iPad Training | K-5 | Technology Teacher | ESE Self-contained K-5 Teachers | On-going | Walkthroughs | Principal |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| 1a.1, 1a.2, 1a.3, 2a.1, 4.1, 4.3 | .5 Resource Teacher | Title I | \$31,820.00 |
| 2a.3, 4.1, 4.2 | Tutoring | K-12 Grant | \$650.00 |

| | | | |
|---------------------------------|--|-----------------------|---------------------------------|
| 2a.3, 4.1, 4.2 | Tutoring | After School Program | \$1,200.00 |
| 2a.3, 4.1, 4.2 | Tutoring | Federal Funding (SES) | \$1,000.00 |
| 1a.2, 2a.3 | Materials, manipulatives, paper, pencils, supplies, etc. | Title I | \$500.00 |
| 1a.2, 2a.3 | Materials, manipulatives, paper, pencils, supplies, etc. | Operating Budget | \$350.00 |
| | | | Subtotal: \$35,520.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| 2b.2 | iPads | BallenIsles Grant | \$3,000.00 |
| 2a.1 | IXL Math Software | School Improvement | \$780.00 |
| | | | Subtotal: \$3,780.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| 1b.2, 3a.3 | Substitutes for teacher training | Operating Budget | \$2,000.00 |
| 1b.2, 3a.3 | Substitutes for teacher training | Title I | \$556.00 |
| | | | Subtotal: \$2,556.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$41,856.00 |

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | | | | | |
|--|------------------------|--|---|--|------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a: | | In FY12, 5th grade Science FCAT scores showed no significant change. This was acceptable due to the adoption of 2.0 standards. All tested students are now included. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| In FY12, 71% or 55 students scored level 3 or above on the FCAT Science. | | In FY13, 75% of all fifth graders will achieve proficiency on FCAT Science. | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Time in daily schedule | Continue the use of science notebooks, incorporating it across the curriculum (reading & writing). | Assistant Principal Science Committee | Sharing of student work at LTM | Student Notebooks Agendas |
| 2 | Time in daily schedule | Use manipulatives and lab materials to develop science concepts. | Assistant Principal Science Committee | Increased ability to address complex concepts in student notebook. | Student Notebooks Agendas |
| | Time in schedule | Increase accessibility | Assistant | Develop sign-up sheet. | Schedule |

| | | | | | |
|---|---------|--|-----------------------------|--|--|
| 3 | Funding | to materials and labs through a dedicated space. | Principal Science Committee | | |
|---|---------|--|-----------------------------|--|--|

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b: | N/A due to number tested. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A due to number tested. | N/A due to number tested. |

Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a: | In FY12, students passing FCAT Science held steady, while those scoring 4 or 5 declined. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In FY12, 22% (17) of fifth graders taking the FCAT Science scored a level 4 or 5. | In FY13, Allamanda Elementary will increase the number of students scoring 4 or 5 on the FCAT Science by 5%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|----------------------|---|--|---|---|
| 1 | Time to implement | Continue to incorporate Gizmos Science into lessons. | Assistant Principal Science Committee Chair | Assess Gizmos data for student knowledge. | EDW: diagnostic and FCAT scores |
| 2 | Parent participation | Sponsor a parent/student Science project workshop, including technology assistance, culminating in a winter science fair. | Assistant Principal, Science and Technology Committee Chairs | Observations | Interaction with students/knowledge of scientific process |
| 3 | Funds | Increase the level and amount of student non-fiction reading, incorporating it into student book choice (reader's workshop), through availability | Principal Media Specialist | LTM discussions | Book check-out |

and discussion.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|-------------------------------------|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b: | N/A due to number tested. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A due to number tested. | N/A due to number tested. |

Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Student Journals | K-5 | Science Committee Chair | K-5 teachers | Fall | Walkthroughs | Principal |
| Lab/Manipulative Use | K-5 | Science Committee Chair | K-5 teachers | On-going as needed | Walkthroughs | Principal |
| Science Projects | K-5 | Science Committee | K-5 teachers | December, 2012 | Walkthroughs Science Fair | Principal |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---------------------------------|------------------------|--------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| 2a.3 | Non-fiction Classroom Libraries | Operating Media Budget | \$888.00 |
| | | | Subtotal: \$888.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| 2a.1 | GIZMOS | District | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |

| Strategy | Description of Resources | Funding Source | Available Amount |
|--------------|--------------------------|----------------|------------------------------|
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$888.00 |

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a: | At Allamanda Elementary we met our FY12 goal and will continue on our present course. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| For FY12, 99% of fourth graders scored level 3 or above. | For FY13, over 90% of 4th graders will pass writing. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|--|---|--|---------------------------------|
| 1 | Time in schedule | Continue and expand Lucy Calkins Unit of Study. | Principal District staff | Classroom Walkthroughs Examination of student writing | Student writing folders |
| 2 | Time for training | Develop a school-wide writing plan for grades K-5. | Principal District Support | LTM discussions | Lesson plans Student writing |
| 3 | Providing coverage | Tutor struggling students in one on one settings | Classroom teacher Principal | Student writing progress | EDW Data |
| 4 | Time | Continue to incorporate handwriting (Wilson/Fundations) and spelling ("Words Their Way") into the primary writing curriculum | Grade Chairs K-2 Principal | Student work; teacher LTM discussions | Palm Beach Writes Data |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: | N/A due to number tested. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | | | | |
|---|----------|---|---|-----------------|
| N/A due to number tested. | | N/A due to number tested. | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Writer's Workshop Training | K-5 | District Staff | K-5 Writing Teachers | On-going | Walkthroughs LTM Discussions | Principal |
| Wilson/Fundations Training | K-5 | District Staff | K-5 Teachers ESE Self-contained Teachers | Aug-Dec | Walkthroughs LTM Discussions | Principal |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|------------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| 1a.1 | Writer's Workshop kits, mentor texts, materials, supplies, etc. | Title I | \$800.00 |
| | | | Subtotal: \$800.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| 1a.1, 1a.2 | Pre-school Writer's Workshop Planning | Title I | \$1,067.00 |
| 1a.1, 1a.2, 1a.4 | Substitutes for training | Title I | \$625.00 |
| 1a.1, 1a.2, 1a.4 | Substitutes for training | Operating Budget | \$1,500.00 |
| | | | Subtotal: \$3,192.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$3,992.00 |

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | |
|---|--|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Attendance Attendance Goal #1: | The attendance rate at Allamanda Elementary remained consistent for FY12. With our large population of students with medical challenges, this required a concerted effort from all parties: school climate committee, homeroom teachers, child study teams, and parents. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| For FY12, the attendance rate at Allamanda Elementary was 70%. | For FY13, at least 70% (457) or more, students will have less than 10 absences. |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| In FY12, 214 students had excessive absences. | In FY13, the number of students with excessive absences will be reduced to less than 193 (10%). |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| In FY12, 104 students had excessive tardies. | In FY13, the number of students with excessive tardies will be reduced to 94 (10%). |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---------------------|
| 1 | Special population with numerous medical needs. | Continue to implement the attendance plan (letter home, phone call, referrals to SBT) developed by the school climate committee, monitored at monthly meetings. | Attendance Clerk, Resource Teacher | Data analysis at monthly intervals | Attendance records. |
| 2 | Parent buy-in | School Based Team referrals will be initiated and followed through for students with excessive tardies and/or absences. | Attendance Clerk, Resource Teacher | Data analysis at monthly intervals | Attendance records. |
| 3 | Special population with numerous medical needs. | Refer excessive ESE absences/tardies to the Child Study Team | Attendance Clerk, ESE Contact | Analysis of records | Attendance records. |
| 4 | Consistency | Students with 8 absences or more will be tracked and rewarded for improved attendance (ice cream club). | Attendance Clerk, Resource Teacher | Data Analysis | Attendance records. |

(PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| No Data Submitted | | | | | | |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|---------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Attendance Goal(s)

Suspension Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

| | |
|---|--|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Suspension Suspension Goal # 1: | When examining the FY11 and 12 data, Allamanda Elementary did not reduce the number of referrals or the number of suspensions. It was our second year as a Positive Behavior Support School. Through our School Climate Committee, this will be a multi-year initiative. |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| In FY12, Allamanda Elementary had six in-school suspensions. | For FY13, Allamanda Elementary will reduce the number of in-school suspensions. |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| | |

| | |
|---|---|
| There were five students suspended in school in FY12. | In FY13, Allamanda Elementary will reduce the number of students suspended in school. |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| In FY12, Allamanda Elementary had nine out of school suspensions. | For FY13, Allamanda Elementary will reduce the number of out of school suspensions. |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| There were seven students suspended from school in FY12. | In FY13, Allamanda Elementary will reduce the number of students suspended out of school. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|--|
| 1 | Reducing an already small number. | Continue School-wide Positive Behavior Support reteaching universal guidelines for success and a school-wide recognition system for positive behavior. | Assistant Principal Resource Teacher | End of year data analysis and feedback from staff | Data on referrals and suspensions, meeting minutes |
| 2 | Behavior off campus to reduce number of bus referrals. | Continue School-wide Positive Behavior reteaching universal guidelines for success and a school-wide system for positive behavior to include a school bus initiative with student recognition "Bus Rider of the Week". | Assistant Principal Resource Teacher | End of year data analysis and feedback from staff | Data on referrals and suspensions, meeting minutes |
| 3 | Teacher personal style | For FY13, the School Climate Committee will focus on reteaching school-wide rules. | Climate Committee Chair, Assistant Principal | End of year data analysis and feedback from staff | Data on referrals and suspensions, meeting minutes |
| 4 | Student education | Initiate a "soft referral" system calling for discipline interventions, proactively, before a Palm Beach County referral is needed. | Assistant Principal | Data analysis of suspension statistics | EDW |
| 5 | Teacher education | Implement behavior prevention and de-escalation techniques. | Assistant Principal District Staff | End of year data analysis and feedback from staff. | EDW |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|

| | | | | | | |
|---------------------------------------|-----|----------------|--------------|---------------|--------------|-------------------------------|
| Behavior Prevention and de-escalation | K-5 | District Staff | K-5 Teachers | January, 2013 | Walkthroughs | Principal Assistant Principal |
|---------------------------------------|-----|----------------|--------------|---------------|--------------|-------------------------------|

Suspension Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|---------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

| | |
|--|---|
| 1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | In FY12, Allamanda Elementary increased the number of opportunities for parent involvement and also the number attending parent involvement activities. To further increase the number representing the diverse population of Allamanda Elementary will be a goal for FY13. |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| For FY12, 75% of parents at Allamanda Elementary participated in school activities. | In FY13, Allamanda Elementary will increase the number of parents participating in school activities. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|--|---|---|-----------------|
| 1 | Available funding | Hire a parent liaison who will be responsible for involving parents, organizing and implementing Title I | Principal | Parent liaison log | Parent sign-ins |

| | | | | | |
|---|-------------------------|--|---------------------------------------|---|-----------------------|
| | | programs. | | | |
| 2 | Parent interest | Survey parents to determine needs and availability. | Principal Parent Liaison | Review of completed surveys | Follow-up phone calls |
| 3 | Lack of resources | Provide babysitting, incentives and a range of times for various events. | Assistant Principal Parent Liaison | Collect sign-ins | Parent sign-ins |
| 4 | Not all have technology | Increase the use of technology (EDLINE & e-mail) to better communicate with families. | Parent Liaison Technology Teacher | Increase in attendance of members' first time | Sign-ins |
| 5 | Parent time | Plan events to be held at various times including breakfast and evening activities. This includes the Annual Title I Parent Meeting; Science: train parents to assist their student in the Science process (Science Fair project) through the use of technology; Reading: train parents in the importance of pleasurable reading and how to read with their child; Math: train parents in working with their child in functional math skills, partnering with Publix in "What's on the Menu". | Assistant Principal Parent Liaison | Collect sign-ins | Parent sign-ins |
| 6 | Parent interest & time | Create the opportunity for parents to be involved in the design, implementation and evaluation of the school-wide program, Family Involvement Policy/Plan and School-Parent Compacts through our School Advisory Council meetings. | Principal Parent Liaison | Agendas and sign-ins | Sign-ins |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| No Data Submitted | | | | | | |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 | Part-time Parent Liaison | Title I | \$2,375.00 |
| | | | Subtotal: \$2,375.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| 1.3, 1.5, 1.6 | Paper, ink cartridges, materials for parent trainings, refreshments for parent trainings. | Title I | \$800.00 |
| 1.3, 1.5, 1.6 | Substitutes for parent conferences | Title I | \$1,564.00 |
| | | | Subtotal: \$2,364.00 |
| | | | Grand Total: \$4,739.00 |

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | | | | |
|---|----------|---|---|-----------------|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | | |
| 1. STEM | | | | |
| STEM Goal #1: | | N/A | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| No Data Submitted | | | | | | |

STEM Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|---------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|----------------------------------|--|------------------------|-----------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | 1a.1 | Classroom Libraries, Mentor text, kits, materials & supplies | Title I | \$3,000.00 |
| Reading | 1a.1 | Classroom Libraries, Mentor text, kits | BallenIsles Grant | \$3,000.00 |
| Reading | 4.3 | LLI kits (Remediation program) | District | \$0.00 |
| Reading | 1a.3 | Tutoring | Title I | \$1,875.00 |
| Reading | 4.2 | Tutoring | Federal Funding (SES) | \$0.00 |
| Reading | 1a.3 | Tutoring | K-12 Grant | \$1,300.00 |
| Reading | 1a.3 | Tutoring | After School Program | \$1,500.00 |
| CELLA | 1.2 | Tutoring | After School Program | \$1,500.00 |
| Mathematics | 1a.1, 1a.2, 1a.3, 2a.1, 4.1, 4.3 | .5 Resource Teacher | Title I | \$31,820.00 |
| Mathematics | 2a.3, 4.1, 4.2 | Tutoring | K-12 Grant | \$650.00 |
| Mathematics | 2a.3, 4.1, 4.2 | Tutoring | After School Program | \$1,200.00 |
| Mathematics | 2a.3, 4.1, 4.2 | Tutoring | Federal Funding (SES) | \$1,000.00 |
| Mathematics | 1a.2, 2a.3 | Materials, manipulatives, paper, pencils, supplies, etc. | Title I | \$500.00 |
| Mathematics | 1a.2, 2a.3 | Materials, manipulatives, paper, pencils, supplies, etc. | Operating Budget | \$350.00 |
| Science | 2a.3 | Non-fiction Classroom Libraries | Operating Media Budget | \$888.00 |
| Writing | 1a.1 | Writer's Workshop kits, mentor texts, materials, supplies, etc. | Title I | \$800.00 |
| Parent Involvement | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 | Part-time Parent Liaison | Title I | \$2,375.00 |
| | | | | Subtotal: \$51,758.00 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Mathematics | 2b.2 | iPads | BallenIsles Grant | \$3,000.00 |
| Mathematics | 2a.1 | IXL Math Software | School Improvement | \$780.00 |
| Science | 2a.1 | GIZMOS | District | \$0.00 |
| | | | | Subtotal: \$3,780.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | 1a.3, 3a.3, 4.1 | .5 Resource/Staff Developer Teacher | Title I | \$31,820.00 |
| Reading | 1a.3, 3a.3, 4.1 | Staff Development Supplies (i.e. paper, printer ink, chart paper, pens, markers, etc.) | Title I | \$500.00 |
| Reading | 1b.1, 1b.3, 3b.1 | Substitutes for FAA and other ESE trainings | Operating Budget | \$1,000.00 |
| Reading | 1a.1, 3a.1 | Reader's Workshop Teacher College Training in NY | Title I | \$2,400.00 |
| Reading | 1a.1, 3a.1 | Pre-school Reader's Workshop Planning | Title I | \$3,000.00 |
| Reading | 1a.1, 3a.1 | Substitutes for Reader's Workshop training | Title I | \$2,568.00 |
| Reading | 1a.1, 1a.2, 2b.3, 3a.1 | Substitutes for Reader's Workshop & Common Core, RRR training | Operating Budget | \$4,000.00 |
| CELLA | 1.3 | Substitutes for teacher training | Operating Budget | \$457.00 |

| | | | | |
|--------------------|------------------|---|------------------|---------------------------|
| Mathematics | 1b.2, 3a.3 | Substitutes for teacher training | Operating Budget | \$2,000.00 |
| Mathematics | 1b.2, 3a.3 | Substitutes for teacher training | Title I | \$556.00 |
| Writing | 1a.1, 1a.2 | Pre-school Writer's Workshop Planning | Title I | \$1,067.00 |
| Writing | 1a.1, 1a.2, 1a.4 | Substitutes for training | Title I | \$625.00 |
| Writing | 1a.1, 1a.2, 1a.4 | Substitutes for training | Operating Budget | \$1,500.00 |
| | | | | Subtotal: \$51,493.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Parent Involvement | 1.3, 1.5, 1.6 | Paper, ink cartridges, materials for parent trainings, refreshments for parent trainings. | Title I | \$800.00 |
| Parent Involvement | 1.3, 1.5, 1.6 | Substitutes for parent conferences | Title I | \$1,564.00 |
| | | | | Subtotal: \$2,364.00 |
| | | | | Grand Total: \$109,395.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> NA |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/5/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|---|------------|
| Purchase of Reader's Workshop Mentor Text Purchase of IXL Math Software Licence | \$1,816.12 |

Describe the activities of the School Advisory Council for the upcoming year

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

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

| Palm Beach School District ALLAMANDA ELEMENTARY SCHOOL 2010-2011 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 89% | 89% | 98% | 73% | 349 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 76% | 75% | | | 151 | 3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 67% (YES) | 59% (YES) | | | 126 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 626 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |

| Palm Beach School District ALLAMANDA ELEMENTARY SCHOOL 2009-2010 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 88% | 88% | 96% | 76% | 348 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 76% | 72% | | | 148 | 3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 69% (YES) | 72% (YES) | | | 141 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 637 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |