Title I Comprehensive Schoolwide Plan

ALLAMANDA ELEMENTARY SCHOOL (0101)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

In grades 3-5 we currently have a projected proficiency / on track status for 55% of students in ELA.

2. List the root causes for the needs assessment statements you prioritized.

* Lack of rigorous small group instruction. * Resource / Support teachers are pulled too often to cover vacancies. * lack of time and personnel to provide additional interventions for students * Additional standards based planning is needed. * lack of teacher knowledge of the reading process and standards * lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) * Deficiency in foundational skills which further perpetuates the constant struggle to catch up and achieve proficiency. * Student lack of knowledge and skills required to successfully utilize technology that is required for testing. * lack of parent capacity and knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

* Provide department planning / professional development to strategically plan for implementation of BEST standards and Benchmark curriculum. * Additional tutorials throughout the year to support students in need of remediation. * Provide opportunities for students to use hands-on experiences/practice to support student learning using Benchmark Advance resources (Additional Benchmark and SPIRE materials, workbooks, manipulatives, etc.) to support intervention needs and small group instruction. * Strategic scheduling and master board configuration to maximize human resources and student intervention groups. * Placing more emphasis on including Primary grades in planning and professional development to target foundational skills and deficiencies early. * ELA consumables to support implementation of BEST standards. * Extra support and programming for student computer skills and use. * Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady). * Provide parent training opportunities to help parents support their child's learning at home. * Provide instructional support for students to meet their academics through a push-in or pull-out model of support (resource teachers, temp tutors, paras)

4. How will school strengthen the PFEP to support ELA?

* Diverse methods of communication; including newsletters, on-campus meetings, SAC meetings, Curriculum Night, Title 1 Annual Meeting, Parent-Link calls, Parent-Link emails, school marquee, and paper flyers (multiple languages).

• Parent Training

* Parent trainings that will be offered to support parents / family members in order to work more effectively with their students at home in Reading (trainings to support academic needs such as vocabulary development, fluency, comprehension).

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

• School

* Provide a safe and orderly school climate that is consistently conducive to learning. * Provide consistent high-quality instruction where the academic needs of the students are always put first. * High standards will be set forth for every student on our campus and supports provided. * Will respect and value the wide ranges of diversity that is present amongst our families and students. * Communicate effectively and consistently with students and families regarding individual student progress. * Provide materials and resources for parents to support student learning at home (vocabulary development, fluency, comprehension). * Communicate effectively and consistently with families about opportunities in which they can be meaningful partners in the learning process.

• Students

* Make attendance a priority by attending school and being on time every day. * Will attend ELA tutorials as needed. * Will be prepared for the school day and dressed appropriately. * Adhere to all school rules and guidelines. * Will show respect for all members of the school community, including themselves. * Use self-control at all times and use problem solving techniques when necessary. * Use the activities provided to support learning at home (vocabulary development, fluency, comprehension).

• Parents

> * Make attendance a priority and ensure that students attend school daily and arrive to school on time. * Ensure that students are prepared with all necessary tools that are required to participate in the learning process on a daily basis. * Communicate with teachers regarding the academic performance of their child and when needs arise. * Attend meetings and trainings on campus to learn how to best support the academic needs of their student at home. * Support student learning by using the activities school provided at home to support student learning (vocabulary development, fluency, comprehension).

• Staff Training

> * Staff trainings that will be offered to assist teachers in understanding how to better engage and support parents/caregivers as they work with students at home in Reading. Staff trainings giving teachers the skills to provide support to parents to support students' academic needs such as vocabulary development, fluency, comprehension at home.

• Accessibility

> * Welcoming and inclusive campus where parents are able to attend numerous on-campus meetings, events and celebrations. * Larger emphasis on supporting our non-English speaking families - promoting a welcoming and inclusive environment in addition to SEL for parent communication. * Support all families to help them be engaged in their child's learning.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> In grades 3-5 we currently have a projected proficiency / on track status for 54.7% of students in Math.

2. List the root causes for the needs assessment statements you prioritized.

* Lack of strategies and implementation of successful small group instruction and intervention. * Not enough time spent on securing development skills and math fluency. * Parents feel inadequate to help sometimes in the area of Math because of the way they were taught versus how students are being taught today. * Lack of consistent standards based planning. * Lack of modeling opportunities built into the curriculum. * Lack of parent capacity and knowledge of how to support learning at home * Lack of hands-on math resources. * Lack of resources at home / lack of technology. * Test stamina. * Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) * Deficiency in foundational skills which further perpetuates the constant struggle to catch up and achieve proficiency.

3. Share possible solutions that address the root causes.

* Department planning for implementation of BEST standards. * Additional tutorials throughout the year to support students in need of remediation. * Strategic scheduling and master board configuration to maximize human resources and student intervention groups. * Placing more emphasis on including Primary grades in planning and professional development to target foundational skills and deficiencies early. * Math consumables and online programming (IXL) to support implementation of BEST standards and remediation. * Extra support and programming for student computer skills and use. * Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady). * Provide parent training opportunities to help parents support their child's learning at home. * Provide instructional support for students to meet their academics through a push-in or pull-out model of support (resource teachers, temp tutors, paras)

4. How will school strengthen the PFEP to support Math?

• Communication

* Diverse methods of communication; including newsletters, on-campus meetings, SAC meetings, Curriculum Night, Title 1 Annual Meeting, Parent-Link calls, Parent-Link emails, school marquee, and paper flyers (multiple languages).

• Parent Training

* Parent trainings that will be offered to support parents / family members in order to work more effectively with their students at home in Math focused on foundational skills.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

• School

* Provide a safe and orderly school climate that is consistently conducive to learning. * Provide consistent high-quality instruction where the academic needs of the students are always put first. * High standards will be set forth for every student on our campus and supports provided. * Will respect and value the wide ranges of diversity that is present amongst our families and students. * Communicate effectively and consistently with students and families regarding individual student progress. * Communicate effectively and consistently with families about opportunities in which they can be meaningful partners in the learning process. * Provide materials and resources for parents to support student learning at home focused on math foundational skills.

• Students

* Make attendance a priority by attending school and being on time every day. * Will attend Math tutorials as needed. * Will be prepared for the school day and dressed appropriately. * Adhere to all school rules and guidelines. * Will show respect for all members of the school community, including themselves. * Use self-control at all times and use problem solving techniques when necessary. * Use the activities provided to support learning at home focused on math foundational skills.

• Parents

* Make attendance a priority and ensure that students attend school daily and arrive to school on time. * Ensure that students are prepared with all necessary tools that are required to participate in the learning process on a daily basis. * Communicate with teachers regarding the academic performance of their child and when needs arise. * Attend meetings and trainings on campus to learn how to best support the academic needs of their student at home. * Support student learning by using the activities school provided at home to support student learning focused on math foundational skills.

• Staff Training

* Staff trainings that will be offered to assist teachers in understanding how to better engage and support parents/caregivers as they work with students at home in Math focused on foundational skills. * Larger emphasis on supporting our non-English speaking families - promoting a welcoming and inclusive environment in addition to SEL for parent communication.

• Accessibility

* Welcoming and inclusive campus where parents are able to attend numerous on-campus meetings, events and celebrations. * Larger emphasis on supporting our non-English speaking families - promoting a welcoming and inclusive environment in addition to SEL for parent communication. * Support all families to help them be engaged in their child's learning.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on the most recent Science Diagnostic test (Winter 23), Allamanda is currently at 36% proficiency. Based on end of year State Assessment data (FY22), Allamanda was at 52% proficiency.

2. List the root causes for the needs assessment statements you prioritized.

* Lack of foundational skills / comprehension (Fair Game standards) * Lack of hands-on learning opportunities. * Lack of rigorous small group instruction. * Limited tutorial opportunities for Science. * Limited Science resources. * Not enough time consistently spent on Science instruction.

3. Share possible solutions that address the root causes.

* Strategic master board configuration to prioritize Science instruction. * Additional hands-on Science materials and kits. * Utilize hands on and virtual Science labs. * Online programming to facilitate vocabulary and concept acquisition. * Teacher professional development for Science instruction. * Collaborative planning opportunities for teachers to focus on Science standards. * Additional year-long tutorials for Science remediation.

4. How will school strengthen the PFEP to support Science?

• Communication

* Parent trainings that will be offered to support parents / family members in order to work more effectively with their students at home in Science. * Staff trainings that will be offered to assist teachers in understanding how to better engage and support parents/caregivers as they work with students at home in Science. * Larger emphasis on supporting our non-English speaking families - promoting a welcoming and inclusive environment in addition to SEL for parent communication. * Diverse methods of communication; including newsletters, on-campus meetings, SAC meetings, Curriculum Night, Title 1 Annual Meeting, Parent-Link calls, Parent-Link emails, school marquee, and paper flyers (multiple languages).

• Parent Training

* Parent trainings that will be offered to support parents / family members in order to work more effectively with their students at home in Science.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

• School

* Provide a safe and orderly school climate that is consistently conducive to learning. * Provide consistent high-quality instruction where the academic needs of the students are always put first. * High standards will be set forth for every student on our campus and supports provided. * Will respect and value the wide ranges of diversity that is present amongst our families and students. * Communicate effectively and consistently with students and families regarding individual student progress. * Communicate effectively and consistently with families about opportunities in which they can be meaningful partners in the learning process. * Provide materials and resources for parents to support student learning at home focused on science foundational skills.

• Students

* Make attendance a priority by attending school and being on time every day. * Will attend Math tutorials as needed. * Will be prepared for the school day and dressed appropriately. * Adhere to all school rules and guidelines. * Will show respect for all members of the school community, including themselves. * Use self-control at all times and use problem solving techniques when necessary. * Use the activities provided to support learning at home focused on foundational skills.

- Parents

* Make attendance a priority and ensure that students attend school daily and arrive to school on time. * Ensure that students are prepared with all necessary tools that are required to participate in the learning process on a daily basis. * Communicate with teachers regarding the academic performance of their child and when needs arise. * Attend meetings and trainings on campus to learn how to best support the academic needs of their student at home. * Support student learning by using the activities school provided at home to support student learning focused on foundational skills.

- Staff Training

* Staff trainings that will be offered to assist teachers in understanding how to better engage and support parents/caregivers as they work with students at home in Science.

- Accessibility

* Welcoming and inclusive campus where parents are able to attend numerous on-campus meetings, events and celebrations. * Support all families to help them be engaged in their child's learning.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

Budget Total: **$180,602.42**

Acct Description	Description								
Out-of-system Tutors	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Non-certified Out-of-System Long-Term tutor to provide during-the-day support for at-risk/struggling students K-5 in ELA, Math and Science through a push-in model of instruction (Aug. 2023)	1	$15.00	5	6	38	Non-Certified	Original	$17,100.00
	Per BT 464554 Amend 9 Collapse OOS tutor position	1	-$15.00	5	6	38	Non-Certified	Amendment	-$17,100.0

Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	white copy paper	17	$44.61	General Supplies	Original	$758.37
	Pencils Wood #2, Pre-Sharpened 48 in a Pack	9	$3.45	General Supplies	Original	$31.05
	Per Amend 9, BT #464554 adding pencils	1	$27.00	General Supplies	Amendment	$27.00
	Per amedn 9, BT #464554 adding Top Score writing materials	1	$5,195.00	Instructional Materials	Amendment	$5,195.0

Resource Teacher	Math resource teacher will provide small group standards-based academic support and interventions for students in grades 3-5 through a push-in model of support.

Tutorial	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Provide extended learning opportunities for students in grades 2-5 in the area of ELA, math, and science - tutorial program before	11	$37.00	2	1.5	10	Certified	Original	$12,210.0

Acct Description	Description								
	Item	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	and after school. - Tentative start date is October 2023								
Resource Teacher	Reading Resource Teacher will provide small group standards-based academic support and interventions for students in grades 3-5 through a push-in model of support.								

Action Step: Parent Engagement

Provide a cohesive and collaborative effort between parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: **$3,907.58**

Acct Description	Description				
	Item	**Quantity**	**Rate**	**Type**	**Total**
Postage	Postcards - Beginning of the year communication for parents (650 students x 2 mailings = 1300)	1300	$0.48	Original	$624.0

Acct Description	Description					
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
Supplies	Food for parent trainings (3 trainings at $100.00)	3	$300.00	Program Supplies	Original	$900.0

Acct Description	Description					
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Whie copy paper	3	$44.61	General Supplies	Original	$133.8
	COLOR PAPER 8.5X11 24 LB 5 COLOR ASSORTMENT 2500 SHEETS	3	$74.77	General Supplies	Original	$224.3
	FOLDER TWIN-POCKET 8.5X11 LT PACK OF 25 - various colors	4	$13.39	General Supplies	Original	$53.56
	Nicky folders for home-school communication	650	$1.45	General Supplies	Original	$942.5
	PAPER FLIP CHART 3M 25X30 UNRULED WHITE 40 SHTS PK OF 2	5	$46.66	General Supplies	Original	$233.3
	CRAYOLA BOLDER MARKERS 8CT	11	$2.22	General Supplies	Original	$24.42
	MARKERS DRY ERASE EXPO LOW ODOR CHISEL ASSORTED SET OF 8	10	$13.19	General Supplies	Original	$131.9
	Shipping	1	$1.76	General Supplies	Original	$1.76

Acct Description	Item	Quantity	Rate	Type	Total
Computer HW; non-cap	EMAX UHF- Acoustic Transmission Wireless Headseat Microphone Audio-translation and simultaneous interpretation (1 transmitter and 20 receivers)	1	$638.00	Original	$638.0

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: **$15,956.00**

Acct Description	Description
Teacher Collaboration	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Teachers in grade K-5 Outside of contracted hours, Teachers in grades K-5 will work together to analyze student data, identify needs of students, create action plans, instructional calendars, and lesson plans to meet the needs of students in all content areas ELA, Math, Science and Technology in grades PreK-5. / Meetings will take place during various dates throughout the year starting August 2023	40	$25.00	1	1	3	Certified	Amendment	$3,000.00
Collapsing line per BT 467456	1	-$3,000.00	1	1	1	Certified	Budget Transfer	-$3,000.0

Supplies	

Item	Quantity	Rate	Supply Type	Type	Total
Chart paper, markers, ink/toner	1	$875.00	General Supplies	Budget Transfer	$875.00

Acct Description	Description				
Travel out-of-county	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	Model School Conference / June 23-26, 2024 / Orlando, FL Leadership team will attend conference to build capacity through teamwork and collaboration and enhance instructional practices in order to improve support, coaching and feedback given to teachers. Topics will include curriculum support, standards aquisition, behavior management, and leadership methods.	6	$1,995.00	Amendment	$11,970.0

Acct Description	Description								
Out-of-system PD Subs	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Teachers in grades K- 5 will work together during school hours analyzing dayta, identifying areas in need of improvement, creating instructional calendar, lesson plans, identifying resources for all content areas	7	$16.00	1	6.5	3	Non-Certified	Budget Transfer	$2,184.0
	4th and 5th grade ELA teachers (writing)	4	$16.00	1	6.5	2	Non-Certified	Budget Transfer	$832.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;

- explain the purpose of the school's Parent and Family Engagement Plan;

- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Allamanda Elementary School strives to create a safe environment that is conducive to learning and the success of every student. At Allamanda we are committed to empowering parents and families to support their children's academic and social-emotional development by strengthening the school-family partnerships. Effective communication, support, training, shared decision making and encouragement will be a continuous priority on our campus.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Corey Ferrera	Principal
Samantha Kirby	Choice Coordinator
Nadine Wooley	Assistant Principal
Natalie Joyce	ASD Resource Teacher
Daniel Beech	Math Resource Teacher
Amy Carroll	ELA Resource Teacher

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Members are selected based on the role they have at Allamanda. The goal was to ensure that each area of the school was represented and that we could facilitate the communication with all areas that could potentially have an impact on the school in a positive way. Teachers and staff members are elected because they serve in leadership and instructional leaders on campus. Parents and community members are invited to participate in SAC. Those who volunteer and are committed to be part of SAC are elected as voting members representing the population the school serves.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholder Meetings were held in the Spring of FY23 that included all categories of Stakeholders in effort to leverage as much feedback for planning and decision making. Meeting notices were placed on the school website, marquee, the monthly school newsletter, emails, and call-outs via Parent Link platform. Notices were sent in all languages. Meeting Dates for FY23: Parent / Community Stakeholder - March 15, 2023 Staff - March 27, 2023 Meeting Dates for FY24: Staff #1 - September 2023 Staff #2 - January 2024 Parent #1 - September 2023 Parent #2 - January 2024 Parent #3 - March 2024

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders were able to provide input at our Parent meeting in March. We did not have a large number of participants, but it was an open forum and valuable information and input was gathered. Parents were vocal about wanting more opportunities to be on campus for events and information sessions that would be helpful for academic improvement. The outcome was positive. Staff members have provided input through leadership and department meetings. Title I funds for parent engagement will be used for supplies, postage and computer based on parent feedback.

Name	Title
Corey Ferrera	Principal
Nadine Wooley	Assistant Principal
Samantha Kirby	Choice Coordinator
Melissa Vonderhaar	PTO Co-President / Teacher

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;

- The school's Title I Schoolwide Plan;

- Parent and Family Engagement Plan, including the School-Parent Compact;

- Special programs such as Migrant Education and McKinney-Vento;

- Parent's Right-to-Know; and

- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

Wednesday October 17, 2023 in the Allamanda Media Center at 6pm.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents will be notified in a variety of ways and in all languages (English, Spanish, Creole, Portuguese). Notification will occur through emails, call-outs, paper fliers that are sent home, class DoJo accounts, and mailers. We will also post the date and time on our school marquee and on the school website and social media outlets.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Materials will include a Google Slide Presentation, hard copies of the presentation, chart paper, note taking paper copy of Compact and PFEP summaries, - all materials will be translated into all languages. Dinner will also be provided to attendees.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Effective School-Parent Partnerships

• What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn specific strategies and structures to teach parents to enhance skills, academic strategies and academic language used at home.

• What is the expected impact of this training on family engagement?

Consistent language and strategies used across school and home settings in an effort to enhance academic outcomes, engagement and connections.

• What will teachers submit as evidence of implementation?

Parent-teacher conference notes, presentation slides, handouts.

• Month of Training

September 2023

• Responsible Person(s)

Administration, Grade Chairs

2. Reflection/Evaluation of Training #1

• Name and Brief Description

TBD

• Number of Participants

TBD

• What were teachers able to do as a result of the training?

TBD

• Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training

TBD

• What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective and Impactful Communication to Foster a Welcoming and Inclusive Environment for all Families

- What specific strategy, skill or program will staff learn to implement with families?

Teachers and staff will participate in a series of sessions to learn various methods of communication that can be utilized with our growing ELL population. This training will focus on communication between home and school. Additionally, teachers and staff will learn various ways to create an inclusive classroom environment through academics, social events, visuals utilized in the classroom and other settings, etc.

- What is the expected impact of this training on family engagement?

The expectation is the entire school will be positively impacted by this training because there will be improvement in overall communication between school and home. A more inclusive environment will be created for all learners and families. Families will be more informed on programs that are offered through the school and district. Staff will learn to communicate with positive reports and concerns about academics /behaviors in a timely manner. Staff will be more aware of cultural diversities on our campus.

- What will teachers submit as evidence of implementation?

Samples of communication logs, parent conference notes.

- Month of Training

August 2023

- Responsible Person(s)

Administration, ELL Teacher / CLF

4. Reflection/Evaluation of Training #2

• Name and Brief Description

TBD

• Number of Participants

TBD

• What were teachers able to do as a result of the training?

TBD

• Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training

TBD

• What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students

in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

• Name of Training

Literacy & Math Night

• What specific strategy, skill or program will parents learn to implement with their children at home?

In an effort to better support students and their learning at home, parents will be learn a variety of proven reading comprehension and math strategies that can be utilized at home. Parents will be able to implement and use these strategies at home to help be an extension of what is being taught in the classroom. The hope is that the use of the strategies and extra practice at home will help facilitate gains in fluency in both reading and math.

• Describe the interactive hands-on component of the training.

Parents will be shown in a computer lab setting how to navigate and use iReady and IXL Math. Parents will be able to support their students at home while using the adaptive technology of the programs. This in-depth training will allow the parents the opportunity to see the ELA and Math lessons that their students see each day. Parents will also learn how to access and review student reports in order to monitor their child's progress. We will also provide the parents with an opportunity to practice with math manipulatives that can be used at home while working on the iReady.

• What is the expected impact of this training on student achievement?

The expected impact is that parents will be more proficient and comfortable assisting their children at home in both ELA and Math, thus leading to increased fluency in both areas.

• Date of Training

October 2023

- Responsible Person(s)

Assistant Principal, ELA/Math Resource Teachers

- Resources and Materials

Google Slide Presentation, Handouts, Chromebooks, Math Manipulatives

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. $10.00)

N/A

2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

• Name of Training

Navigating the Student / Parent Portal

• What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will have the opportunity to learn how to access and navigate the online student and parent portal through SIS. Parents will learn what resources are available for use at home to enhance academic success and build fluency across all subject areas. Parents will also learn how to track their student's progress.

• Describe the interactive hands-on component of the training.

Parents will have the opportunity to engage with the online platform and resources in real time throughout the training on their own device that will be provided for the duration of the training.

- **What is the expected impact of this training on student achievement?**

> Students will have the opportunity to extend and enhance learning at home with the support and understanding of their parents and family members. Parents will have an enhanced partnership with the school.

- **Date of Training**

> September 2023

- **Responsible Person(s)**

> Assistant Principal, ITSA, Media Specialist

- **Resources and Materials**

> Chromebooks, paper, google slide presentation, headphones.

- **Will use funds for refreshments as noted in SWP:**

> on

- **Amount (e.g. $10.00)**

> N/A

4. Reflection/Evaluation of Training #2

- **Name of Training**

> TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

• Name of Training

Grades 3-5 F.A.S.T Parent Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

  To support student learning at home, parents will participate in a variety of standards based games and activities that focus on Math and Reading.

- Describe the interactive hands-on component of the training.

  During this training, parents will have an opportunity to participate in hands-on activities that encompass the ELA and Math curriculum. Activities will be set up as rotations and parents will cycle through up to 5 different stations.

- What is the expected impact of this training on student achievement?

  The expected impact is for parents to have a better understanding of the the FAST assessment while previewing specific item specifications. Parents will be provided with question examples and strategies.

- Date of Training

  February 2024

- Responsible Person(s)

  Leadership Team, Grade chairs

- Resources and Materials

  Standards based activities and games, print-outs, chart paper, google slide presentation, math manipulatives.

- Will use funds for refreshments as noted in SWP:

  on

• Amount (e.g. $10.00)

N/A

6. Reflection/Evaluation of Training #3

• Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

• What improvements would be made and what steps will you implement to make the training more effective?

> TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

• Name of Agency

> Homeless (McKinney-Vento) Program

• Describe how agency/organization supports families.

> The District department coordinates with the MVP school contact through a MVP case manager. Once a child is identified as homeless, the MVP school contact and MVP case manager connect regarding the students' needs. They help identify resources and community partnerships to aide families. This is also captured on the SIS tab.

• Based on the description list the documentation you will provide to showcase this partnership.

> Fliers and information is available in the Main Office and shared through school newsletters each month.

• Frequency

> Annually, bi-annually, as needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

PBCSD Multicultural Department

- Describe how agency/organization supports families.

A representative from the District in conjunction with ELL staff members will assist our Spanish/Haitian families with the online tools and community resources available to assist with academics and emotional/family support.

- Based on the description list the documentation you will provide to showcase this partnership.

Bi-annual meetings, fliers and information posted and available in the Main Office, School newsletters, School website.

- Frequency

Ongoing / as needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

FAU CARD (Center for Autism and Related Disabilities)

- Describe how agency/organization supports families.

FAU CARD provides expert consulting, training and support, at no charge, for all people with autism and related disabilities, their families, employers, the professionals and community and governmental agencies serving them. A member from FAU CARD will be invited to all Allamanda events that parents attend to share information about their programs and resources.

- Based on the description list the documentation you will provide to showcase this partnership.

> A member from FAU CARD will be invited to all Allamanda events that parents attend to share information about their programs and resources. Fliers and print materials will be available in our Main Office and shared in our school newsletter.

- Frequency

> Ongoing

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

> Parents will be provided with information about meetings and other opportunities through print and digital invitations, social media sites, school website, parent-link messages, school marquee, correspondence from teachers, and Dojo messages.

- List evidence that you will upload based on your description.

Copies of invitations, screenshots of online correspondence and websites, photos of marquee.

- Description

Parents will initially be notified of all academic expectations for all content areas on Curriculum Night in early September. Parents will be informed of academic progress and levels through bi-monthly student data sheets that will be sent home. Parent data conferences will be held each trimester. Parents will also be informed through PMPs (if needed), IEP meetings, 504 meetings, SAC meetings, and other parent workshops.

- List evidence that you will upload based on your description.

Copies of tracking forms and data sheets, meeting notes, agendas, google slide presentations, meeting minutes.

- Description

Parents will be informed about academic assessments during parent-teacher conferences, Curriculum Night presentations, shared district assessment materials, SAC meeting, Parent Testing Night information handouts.

- List evidence that you will upload based on your description.

Google slide presentations, copies of handouts sent home, sample data reports, meeting notes.

- Description

We will inform parents through SAC Meetings, CNA In-put meetings, school newsletters, school marquee, parent-link messages and school websites. We will also be consistent and frequent about encouraging parents to schedule conferences and have two-way communication with teachers.

- List evidence that you will upload based on your description.

Copies of invites and meeting agendas, meeting and conference notes, copies of fliers.

• Description

Meetings will be scheduled at a convenient time outside the working hours so parents have an opportunity to attend. Refreshments and child-care will be provided. Virtual options will presented when able.

• List evidence that you will upload based on your description.

Invitations, screenshots of virtual notices and school marquee.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

Will continue to utilize our Community Language Facilitator to help communicate verbally with families and also translate documents. We will also utilize the multicultural office to help us translate documents and important information into other languages such as Haitian Creole and Portuguese. We will also continue to provide all Parent-link documents in all languages (English, Spanish, Portuguese, and French). We will also begin using translation headsets for our larger parent meeting.

- List evidence that you will upload based on your description.

Parent link copies, fliers, emails, FY24 Compact and PFEP Summary,

- Description

We will provide and all necessary accommodations to family members who have any specific disability, so they can benefit from information and trainings provided to benefit their student. We will also provide virtual options for meetings and large print materials if necessary. We will coordinate specific requests in conjunction with the district ESE department if needed. Allamanda is an ADA compliant school.

- List evidence that you will upload based on your description.

Copies of documents that are large print, copies of ADA compliance throughout the campus (parking, ramp, elevator, etc.).

- Description

We are not currently aware of any migratory families, however, if we do receive any of these families in FY24 we will work with the school district Migrant Education Office to provide any available resources and support.

- List evidence that you will upload based on your description.

Communication logs, meeting notes, Migrant brochures, log of resources provided

- Description

We work diligently to ensure these families are connected with the District to access the services provided by McKinney-Vento. Our mental health team provides families with information regarding community services and resources. We have also set up a separate line item through our PTO to use funds for students to attend field trips, purchase yearbooks, school shirts, etc.

- List evidence that you will upload based on your description.

Evidence of donations, meeting notes, McKenny Vento flyers and log of resources provided

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

• Activity #1

> This school has chosen to be exempt from this area.

• Name of Activity

> This school has chosen to be exempt from this area.

• Brief Description

> This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

• Activity #2

> This school has chosen to be exempt from this area.

• Name of Activity

> This school has chosen to be exempt from this area.

• Brief Description

> This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

• Activity #3

This school has chosen to be exempt from this area.

• Name of Activity

This school has chosen to be exempt from this area.

• Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Allamanda Elementary is the only Health and Wellness Choice Program in the School District of Palm Beach County. Our entire school vision is rooted in the philosophy that the education of the whole child is our number one priority. Outside of the academic subjects, we strive to provide our students with numerous opportunities and experiences that will enhance all facets of their educational experience and outcomes. This includes and is not limited to the following: 1. Daily morning meeting in which students begin their day with a mindfulness activity or reflection, in addition to SLL strategies. 2. Allamanda Elementary offers numerous morning clubs that are free of charge for our students. Some of these include; iReady learning lab, Typing Club, Morning Mindfulness Club, Morning News Club, Concert Band, Teacher of Tomorrow, Yearbook Club, Science Club, and Walking Club. 3. Our School Counselor and Behavioral Health Professional conduct numerous groups to support student needs. These groups include; Lunch Bunch (boys grades 3-5), How to be a Good Friend, groups that encompass how to cope with the loss of a loved one, and social skills groups. 4. Our School Counselor runs a Character Education program throughout the year. Students learn about a different character trait each month and are recognized with certificates if nominated by a teacher or staff member. 5. Full implementation of a School Wide Positive Behavior Program. Essential agreements include being Safe, Respectful and Responsible. 6. Numerous weekend events that align with the school-wide Health and Wellness Program. One example is our Allamanda Community Explorer's Club (ACE) in which on one Saturday a month we meet at a local park to complete an activity. This activity may include a scavenger hunt, nature walk, beach clean up, etc. 7. Ongoing tutorials throughout to school year.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Teachers complete a School Based Team referral packet for each student making insufficient academic, behavioral, and/or social emotional progress. The referral packet includes, documentation for the reason for the referral, parental contacts and conferences, prior actions taken by the teacher as well as notes regarding the academic and/or behavioral concerns with the student. The teacher completes a student information checklist to rate areas of behavior, independent functioning, physical symptoms and atypical behavior. Also, the performance levels in the areas of reading, math, writing and speech and language are recorded. At least two observations are conducted by the teacher and another professional working with the student. Conferences are conducted with the parents of the student. The school-based team meets monthly to review School Based Team referral packets submitted by teachers. The purpose of the team is to determine how effectively student's academic, social emotional and behavioral needs are being met and to develop and monitor the implementation of appropriate interventions. The School Based Team process is led by the SAI Teacher. Meeting attendees include the Principal, Assistant Principal, homeroom teacher, Guidance Counselor and/or the school psychologist. Tier I, Tier II and Tier III represent the continuum of services, intervention and support provided to each student. Tier I support is provided by the homeroom teacher by way of high quality standards based core instruction. Tier II interventions are developed and implemented when a student's academic, behavioral and/or social emotional difficulties continue. Tier II interventions occur one on one or in groups of 2-5 students outside the core instructional blocks. More explicit instruction address one or more of the components of reading comprehension, fluency, phonemic awareness, phonics, and vocabulary. Additional opportunities for students to practice skills are evident in Tier II. Tier II interventions may include: iReady lessons selected by the teacher, SPIRE, Sound Sensible, LLi, check in/check out, behavior contracts, daily behavioral form, with a teacher or specialist. The School Based team monitors the student's data to determine whether the student still requires interventions. A Tier III intervention plan is developed for those students still making insufficient progress after 6-8 weeks (a minimum of 30 sessions) of Tier II interventions. Tier III interventions include: a Behavior Intervention Plan (BIP), a Functional Behavior Assessment (FBA), visual schedules, reward system, self-monitoring, comprehension checks, oral fluency/vocabulary/listening comprehension researched based interventions. Student progress is monitored every 2-4 days. The School Based Team may recommend a formal evaluation for special education while continuing new Tier III strategies if Tier III intervention is unsuccessful. Allamanda Elementary is a cluster site for students with Autism. We have created our own version of SBT for students withing our units that are in need of additional academic or behavioral support. The system and tracking is the same, but done in-house and not with the expectation that an evaluation may be done at the end if a student is not successful.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.

- Courses/electives that are focused on job skills.

- How extra curricular opportunities enrich the students' education.

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

1. Well-Rounded Education

Teachers at Allamanda Elementary provide rigorous learning goals and/or targets that includes application of knowledge. Teachers use formative data to chart progress of individual students and entire class progress on a standard. In addition to core content instruction, a robust Fine Arts rotation exposes students to Music, Health and Wellness, Media Center, Physical Education and Art. Literacy and Science instruction is supplemented during Media Fine Arts as students read independently, conduct and participate in Science experiments and hand's-on activities, engage in reading activities and check out books to continue reading at home. Heath, wellness and gross motor skill exercise, and the participation in team sports is promoted during Physical Education. Allamanda was the recipient of a large music grant that has enabled us to extend our music program extensively. We have a concert band that includes numerous instruments. In addition to the band, we have a strings program and vocal program. Students in 4th and 5th grade that choose to be a part of this program have music three times a week. Instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments via: A 135-150 minute literacy block Daily Science instruction. Instruction aligned with the B.E.S.T. Standards for every grade level Appropriate rigorous classroom libraries, texts to support units of study, modules, leveled books for small group instruction and resources to support instruction for students having difficulty attaining proficiency as well as those who advanced skills. Assessments which measure instructed standards. Monitoring class and grade level progress through Professional Learning Communities. Conducting data chats Uniform Data Collection sheets that are used by all teachers across all grade levels. Students receive in class direct/pull out services for ESE and ELL Providing LLi/Voyager/Benchmark Advance among other research based literacy resources Implementing methods of instruction based on the needs of students Adaptive Technology programs; such as iReady, DreamBox, Penda, and Generation Genius. Teachers strategically: Identify differences between the critical and non-critical content Call students' attention to accurate critical content Integrate cross-curricular connections to critical content Establish routines for student grouping and student interaction for the expressed purpose of processing new content and/or building capacity in prerequisite skills Provide guidance on one or more cognitive skills Organize students into ad hoc and/or flexible groups for the lesson Enrichment activities include SECME, a science club, and we have a School Safety Patrol program who are our student leaders. After school, Winter Break, Spring Break and/or before school tutorial programs are provided for enrichment and remediation through both adaptive technology instruction and direct/small group instruction.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;

- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Allamanda Elementary has a robust Accelerated Mathematics Program (AMP). All third grade classes are considered to be AMP. We believe in exposing all students to rigorous math instruction. By exposing students to the AMP curriculum in third grade this improves mathematical outcomes overall and we have seen our AMP program grow over the past two year. Teachers are consistently attending Math and ELA cadres to improve their own instruction and knowledge base. At Allamanda we believe in exposing students to our feeder middle school and high school programs. Each year we invite our local feeder schools to visit Allamanda and showcase their programs for our 5th grade students. Additionally, we invite AW Dreyfoos School of the Art to our school during Black History Month to showcase the various talents of each art area. For Fifth Grade students we have launched our "Career and Community Speakers Series". Each week during the month of February a different local member of our professional community comes to campus and gives a talk and allows students to ask questions about their career path. This series exposes our students to various professions that may one day be available for them. Allamanda Elementary has a large Teachers of Tomorrow program. Students are able to learn about the teaching profession and shadow teachers each week. We have also partnered with Palm Beach Gardens Fire Rescue and the Palm Beach Gardens Police Department. Officers from each department visit and read to classrooms numerous times throughout the year. Additionally, we host a very large "Touch-a-Truck" event during the month of October where various members of the community within the Fire and Police Departments come and discuss their jobs and responsibilities with out students.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs

- VPK on campus

- Bridges Program

- Meetings at local preschool programs to provide information to rising Kindergartners' parents

- Kindergarten Round-up

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- On-site school tours for new kindergarten families

- Early school year start/summer program for incoming Kindergarteners

- Staggered start

- Meet the teacher

- Kindergartener for a day for pre-K students

- Looping from Pre-K to K

- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

At Allamanda Elementary we offer Kindergarten Round-up opportunities in the spring of the year and open office hours in the summer. These events provide information to parents about Allamanda Elementary school, grade level expectations, Florida Standards, and the skills that each child will learn in Kindergarten. We provide registered families with activities to develop scholars starting with emergent reading, writing, math skills, social emotional development and resources that they can work on with their child over the summer to assist with Kindergarten "readiness". Each parent/guardian/family member receives a packet which includes materials, supplies, letters and manipulatives to support the acquisition of letter shape and sound identification, numeration and name writing. talks, attendance incentives and other support resources. Registered children are expected to transition to kindergarten ready to learn and be successful in school and later life. To assist with the transition of school-based and community children into the kindergarten program at Allamanda Elementary School, we engage in the following kindergarten transition activities: - Distribution of a Summer Transition to Kindergarten "Readiness Kit" with books, transition activities, and a parent guide for enrolled students - Distribution of a letter, flyer or informational brochure sent to families of preschool children -Scheduling kindergarten registrations at community daycare centers -School-based and/or community-based daycare providers meet with kindergarten teachers to discuss standards and goals for children -Distributing of community resources (e.g., libraries, locations for immunizations and physicals)

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction

- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

The North Region Specialist and District Literacy and Math specialists provides literacy and math support and professional development on a regular basis. Site based Professional Development is offered to teachers and support staff. At Allamanda Elementary we have a well-structured Professional Development team that meets regularly with teachers and Administration to plan relevant PD for all teachers. All faculty and staff are trained in assessment/testing procedures. Ongoing training and coaching is provided on the district's strategic plan, Positive Behavior Support, behavior interventions, writing and implementing interventions and the RTI process. The principal, assistant principal, and teacher leaders facilitate a robust Educator Support Program. Veteran teachers are assigned to each new teacher. Teachers are supported by a grade level and/or content mentors and grade level chair. Ongoing professional development is facilitated by district, Regional, and school based staff. During professional development instructional staff (teachers, academic tutors, para-professionals, etc.) learn how to unpack the Florida Standards, Benchmark Advance (K-2)and (3-5), B.E.ST. standards, plan, implement and monitor with fidelity the reading, math, science, social studies and writing curriculum; how to use adaptive technology/iReady for reading instruction and small group instruction. Additionally, instructional staff is trained on how to effectively align core instructional groups and materials with the Florida's standards by consistently following the instructional scope and sequence. Professional development includes deep deliberate planning and conversations to promote growth in instructional practice. Instructional leaders on campus are encouraged to attend national conferences and District level conferences throughout the year to enhance their own learning.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

The Principal ensures that all vacancies at Allamanda are posted and shared via the school district website in a timely manner. The Principal works closely with the North Region HR Manager and the Instructional Superintendent to ensure that best potential candidates are reached. Principal and other members of the staff attend all District job fairs. Principal believes strongly in a "Grow Your Own" philosophy and seeks to maximize on potential teacher candidates on campus. For example - paraprofessionals that are seeking to become full time teachers. Principal works closely with District ESE Department to attract the best teachers for students with Autism. Department Chairs and instructional leaders are utilized on campus to ensure joint decision making in all facets of the school. Principal encouraged and promotes open dialogue and communication amongst all staff members.