

The School District of Palm Beach County

Plumosa School Of The Arts



2015-16 School Improvement Plan

Plumosa School Of The Arts

2501 SEACREST BLVD, Delray Beach, FL 33444

www.palmbeach.k12.fl.us/plumosaes

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	82%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Plumosa School of the Arts unique learning environment provides students with the opportunity to imagine, explore, create, and reach their potential in academics, dual language, the arts, and S.T.A.R. citizenship. With excellence and equity we empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

To empower Plumosa's students to become artistic members of a continuously self-improving community by nurturing, guiding, and challenging them to achieve their maximum potential and become independent learners.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Plumosa School of the Arts will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy

2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

History of the Holocaust
History of Africans and African Americans
Hispanic Contributions
Women's Contributions
Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

Plumosa School of the Arts creates a safe and respected environment by providing breakfast in the morning for all students in a cafeteria that is properly monitored by staff. The teaching and implementation in the classrooms of the 'I Can' program that helps to develop social skills, character building, and decision making. Students will be able to apply the skills they learn from the anti-bullying programs G.R.E.A.T. and Golden School Rule into their every day lives both in and out of school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Plumosa School of the Arts has become actively engaged in developing a School-wide Positive Academic and Behavior Support Plan called S.T.A.R. The S.T.A.R plan was designed to promote and foster personal and academic responsibility and a sense of community. To be a part of the Plumosa Community, each student is expected to be a S.T.A.R. Citizen both inside and outside the classroom. Both students and staff have embraced this encouraging, rewarding, and harmonious school-designed plan that enables students to reach their full potential.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Plumosa School of the Arts is proud of our numerous relationships with outside agencies that help our students and their families with violence prevention programs, nutrition programs, housing programs, mental health services, career development, grief assistance, Medicaid assistance, school supplies, services for non English speaking families, and eye care needs.

One Love One Community-community outreach

Kaiser University- mentors

Ocean Optics- eye exams for low income families

Kids 4 life- Clothing

Chrysalis Program- mental health services

Kids n' Cops- field trips, food for Thanksgiving, gifts for Christmas

Youth Services- Mental health services (anger manager family)

Girl Scouts- Development of social skills for girls

Family First- Mental health services

PSOA Foundation - funds that support the Arts

Multicultural- Mental health services

City of Delray Beach- Career development

Fire Dept. of Delray Beach- teaching the students how to safely handle situations

Heritage Academy- School supplies

Aspira- Assistance for Hispanic parents

Hospice- Grief assistance

South County Mental Health (crisis team)

DCF (Medicaid assistance)

WPB Family Shelter- assist with clothing/housing

Boy and Girl Scouts- Development of social skills

Rack Room Shoes

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We are going to utilize data systems to address students who have attendance, behavioral, or academic concerns. We are going to create data decision rules for number of absences before referral generated to school based team. We are going to make sure that teachers are aware of decision rules and procedures for notification after students are identified of meeting one of the data decision rules.

We have children that are continually missing school, due to chronic tardies and absences and therefore missing important classroom instruction.

Discipline interferes with not only the student who is interrupting instruction but all the students that are present in the class and are disrupted.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22	17	14	20	16	8	97
One or more suspensions	3	0	6	16	17	8	50
Course failure in ELA or Math	29	38	68	66	44	29	274
Level 1 on statewide assessment	0	0	0	0	0	0	
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	8	8	14	19	19	8	76

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Use of agendas for parent/school communication
- Rise and Shine Get to School on Time attendance initiative
- Positive Behavior System/Team (PBS)
- Referral to SBT-If unsuccessful in the intervention tiers, student may be evaluated for ESE services.
- SAI
- LLI
- iii
- Tutorials
- Foundations
- Goal setting for identified students
- Notification procedures for parents for agency and community out-reach
- Create evidence based interventions related to early warning systems

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The following targets are how we would like to increase parental involvement throughout the school year. Teachers will continue to communicate important information via the student's agendas, request parent conferences, send flyers home, parent link regarding school information.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

PSOA conducts various meetings and activities to involve parents in school events and in the decision-making process. The following are meetings and activities that have been or will be held to involve parents: Title I Annual Meeting, School Advisory Council Meetings (SAC), PTA, Family Fun Nights, Meet and Greet, Delray

Reads, Career Day, Curriculum Night, FSA Night, Read and Slumber, PLC Meeting, Math/Science Night, and Magnet Open House. Parents will continue to be notified of meetings and events via social media, Twitter, phone, letters, monthly newsletters, agendas, and marquee. SAC Meetings will be held on a monthly basis and continual discussions and decisions will be made regarding the use of SAC funds (e.g., parental involvement funds)

Annual Parent Meeting – This meeting was held on September 16, 2015. The meeting informed parents about the school’s Title I program, the nature of the Title I program (school-wide or targeted assistance), school choice, Parent Involvement Plan, School-Parent-Student Compact, and the rights of parents.

Flexible Parent Meetings - PSOA schedules parent meetings and activities at a variety of times throughout the school year. Our PTA and SAC meetings are held on the fourth Wednesday of the month. A survey was sent home to determine the best time for the SAC meetings. We conduct teacher/parent or administration/parent meetings before, during, and after school. We also conduct phone conferences if parents are unable to attend meetings at school.

Staff Training – The staff has had the following training to increase awareness on effective parent communication and how to continue to promote and foster parent involvement: Family Involvement; Volunteer Training; Effective Parent Conferences; Meeting the Needs of a Diverse Student Population; Arts Integration Cohort Project

Communication - PSOA provides daily reports to parents regarding behavior and academics via the student's agenda. Parents also receive communication (translated) via letters, handouts, newsletters, and telephone calls. Additionally, general information is communicated through the ParentLink System and social media.

Accessibility - Community Language Facilitators (CLF) work with students and parents to facilitate and enhance communication and involvement. The CLFs translate all communications that are sent home. The CLFs facilitate translation for non-English speaking parents/guardians which enables the school to communicate with all parents regardless of their dominate language. Accommodations are made for

Evidence of Parent Involvement – Meetings are held to ensure that parents had input in the Parent-School-Student Compact (provided to all parents/guardians) and in the formation of the Parent

Barriers – The following are some of the barriers that we experience at PSOA as we strive to increase parent Involvement: lack of transportation, parents that work at night, no working phone, students not getting the information to their parents via the agenda, letters, and/or handouts sent home. To resolve these barriers we conduct phone conferences, conduct morning conferences, send letters home via the USPS, utilize ParentLink, and the marquee as well as the use of social media accounts to share out information.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Reynolds, Catherine	Principal
lawson, cynthia	Other
Rubin, Daria	Instructional Coach
Fernandez, Diana	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

As a team we meet weekly to assess the needs of our students and teachers by discussing observations made by classroom walk-throughs. The team consistently analyzes student data and discusses ways to better improve instruction.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I

Title 1 funds are used to provide additional personnel, A Reading Coach was purchased to provide support and training to classroom teachers. The Reading coach will additionally provide direct differentiated instruction to students in the Rtl process. Title 1 funds are being spent on purchasing a Learning Team Facilitator (LTF). The LTF will provide professional development to all teachers in the following areas but not limited to: data analysis differentiated instruction, Florida Standards Based curriculum, scales and rubrics, unpacking standards, lesson study lesson development, assessments, CPALMS. A SAI teacher was purchased to provide small group instruction to students requiring remediation services. A parent liaison, who will assist with communication with parents and encourage parent participation. Title 1 funds are used to purchase instructional material that are used in the classroom, in small groups and in tutoring sessions. Additionally Title 1 funds are used to provide teacher supplies for parent workshop activities throughout the school year. At the District level, Title I funds support Plumosa through the provision of area instructional teams, literacy cohort support, and curriculum specialists.

Title II

Title II funds provide Plumosa with professional development opportunities related to content areas, pedagogy, Marzano protocols, and leadership development.

Title III

Services are provided through the district for educational materials nad ELL district support services to improve the education of English Language Learners.

Violence prevention programs

A school wide STAR citizenship program has been instituted. STAR citizenship promotes self respect, teamwork, respect, responsibility, and active citizenship. Students are reminded daily of STAR traits by classroom teachers throughout the day and the use of agendas daily help to track citizenship on a school-wide scale of 1-4. Outside agencies provide support throughout the school year. They provide small group presentations as well as school wide assemblies. Agencies included; Palm Beach County School Police, Delray Beach Police Department, Kids n' Cops, The NED Show, GREAT program.

Nutrition Programs

Plumosa is designated a Breakfast for All School, providing free breakfast daily to all students in addition to the 80% of free and reduced lunch students. Cafeteria staff encourage students to make

well balanced food choices daily. The Health Care District of Palm Beach County supplies a school nurse who provides nutrition information to students and parents.

Title X

Plumosa has the additional outside agencies that provide a wide range of support for our students as well. These include:

Ocean Optics- eye exams for low income families

Kids 4 Life- clohing

Chrysalis Center-mental health services

Youth Services-mental health services

Family First-mental health services

DCF-family support, Medicaid

Hospice-grief counseling

South County Mental Health

WPB Family Shelter-clothing and housing

Heritage Academy-school supplies

Plumosa Foundation-funds to support the arts

All schools receive:

Services of a district-wide Pre-K to grade 12 Homeless Education Assistance Resource Team (HEART) to

- Inform parents, guardians, or youth of educational rights
- Link homeless students with educational and other services, which can include preschool, health, medical, dental, mental health, and substance abuse
- Alert parents/guardians/or youth of academic tutoring opportunities when available and needed
- Provide school supplies and, if needed, school uniforms and toiletries
- Coordinate District Transportation services to maintain home school stability when requested and feasible
- Ensure Free School Meals (free breakfast and lunch)
- Attend School-Based Team meetings to garner additional student supports
- Provide outreach services to students living in shelters, motels, and other temporary residences
- Assist with summer camp and summer enrichment opportunities
- Facilitate parental involvement specifically oriented to reaching out to parents of homeless students
- Assist with fees for AP, IB, and SAT/ACT testing
- Collaborate with other District programs and community agencies to meet additional individual needs of homeless children and youth

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Yvrose Kankkunen	Teacher
Cathy Reynolds	Principal
Nancy Early	Education Support Employee
Anastasia Chandler	Business/Community
Diana Fernandez	Education Support Employee
Sally Smollar	Teacher
Jocelyn DiPinto	Parent
Whitney Chaffin	Business/Community
Carol Whitfield	Parent
Vanessa Williams	Parent
Quinn Hayes	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the end of the school year SAC members suggested that there be better school-parent communication. This suggestion was taken into consideration when the SIP/PIP was written this year.

Development of this school improvement plan

There will be ongoing discussions regarding the goals of the SIP. SAC will work together to determine the importance of the academic goals in order to ensure that the needs of all students are met.

Preparation of the school's annual budget and plan

After discussion with SAC members at the end of the school year, it was determined that the school's plan would be best focused on raising the proficiency of the the students reading and math levels. By maintaining the high expectations throughout Plumosa, in all content areas, there will be consistency across grade levels.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

This is undetermined at this time.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Reynolds, Catherine	Principal
Rubin, Daria	Instructional Coach
lawson, cynthia	Other
Fernandez, Diana	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Members of the LLT, including area and curriculum support, will attend the literacy cohort meetings to gain information and knowledge that will be shared with other colleagues regarding balanced literacy through grade level/content area meetings and learning team meetings. Members of the LLT will plan and organize a Literacy Night. The LLT will meet monthly to determine any concerns or questions that teachers may have regarding literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers will attend and participate grade level and content area specific learning team meetings (LTMs). LTMs are designed to provide an opportunity for on-site, just-in-time embedded staff development that addresses identified needs resulting in improvements in teachers' knowledge and pedagogical practice, as well as improved student learning. In this venue, teachers work collaboratively to share their expertise and build collective capacity. In addition, teachers will attend grade level/content area common planning meetings at a minimum of twice a week.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Plumosa will work closely with Area 1 Human Resource specialist to ensure that he is aware of the needs of the school and refers only highly qualified candidates. All first year teachers will be placed in the Educator Support Program and monitor progress throughout the school year. Each new teacher will be partnered with a mentor and a buddy veteran teacher. Evidence-based professional development opportunities will be provided to target student achievement as well as staff needs and district mandates.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teachers are enrolled in the ESP program and paired with a veteran teacher. The new teachers are also paired with a "buddy" teacher either by grade level and/or subject area. Administration will meet with the new teachers on a regular basis to discuss concerns and best practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Plumosa School of the Arts ensures that instructional programs and materials are aligned to the Florida Standards by following the instructional materials that are provided by the curriculum department on Blender. Any supplemental materials used in the classroom for core instruction are researched based.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Through the use of learning team meetings and grade level/ subject area meetings, teachers analyze past and present assessment data as well as student written work to hone in on instructional practices and allow for differentiated instruction. This instruction is leveled for students with different academic abilities both within the classroom as well as pull-out.

Instruction is modified based on the needs of the individual students. This is done through identifying those students who need immediate intensive instruction. This is provided through, small group instruction, LLI, SAi, iii, and our Blazing Stars tutoring program.

This allows for Title 1 learning opportunities.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 27,000

Students are afforded the opportunity to have an extended Fine Arts time during the day. Grades 3-5 have the ability to choose a major and minor in Fine Arts so that educators are able to provide a stronger focus on specific skills.

Strategy Rationale

We are a district chosen choice school for the Fine Arts.

Plumosa School of the Arts provides students with the opportunity for students in grades 3-5 to select a Fine Arts major and minor course of study to supports the student's goal for middle school, high school, and beyond.

Specific policy for all teachers to infuse the arts throughout their curriculum.

Administration supports common planning which enables school-wide arts integration of the curriculum. Teachers are provided with professional development to support this initiative. Grades K-2 and the Fine Arts department will participate in the Arts Integration Cohort Project grant.

These professional development sessions will take place on and off campus, with presenters from the Kennedy Center for Performing Arts.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Reynolds, Catherine, cathy.reynolds@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

lesson plans, EDW data

Strategy: After School Program

Minutes added to school year: 7,200

Blazing Stars Tutorial program through the 21st Century Federal grant

Strategy Rationale

To increase student achievement and attendance

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Reynolds, Catherine, cathy.reynolds@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Lesson plans and EDW data reports

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Plumosa provides various services and support to facilitate the transition from preschool to kindergarten. Kindergarten registration and roundup was held in May 2015, which provided parents the opportunity to meet the teachers, hear about the various programs, receive necessary documents and information, register, and tour the school. In addition to this all new incoming kindergarten students are provided a Kindergarten readiness packet that was developed by the kindergarten teachers to help assist parents in preparing their child for the upcoming kindergarten year.

During the summer kindergarten teachers contact the parents to schedule a time for students to come into school to participate in a pre-screening assessments that are needed for the beginning of the year. The pre-screening assessment provides teachers with a better understanding of the students entering Kindergarten.

A staggered entrance start was put in place. Students were asked to attend a specific day for the first three days of school. Each day only 6 or 7 students report to the kindergarten class; this gives the teacher and the students an opportunity to get to know one another in a smaller group setting. Students who were not assessed during the summer and then assessed by the teachers to document each child's academic strengths and areas of need.

Parents are invited to attend a introductory breakfast with Kindergarten teachers to facilitate a smooth transition.

The students participate in lessons that provide an introduction to the school, staff, procedures, and routines, as well as expectations (academic and behavior).

Parents will attend a curriculum night in order to learn about the upcoming school year and how to help support their child both at home and at school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Plumosa School of the Arts provides rigorous, relevant, and well planned math instruction aligned to the Mathematics Florida Standards, then student achievement goals in mathematics will be reached.
- G2.** If Plumosa School of the Arts provides rigorous, relevant, and well-planned balanced literacy instruction aligned to the Language Arts Florida Standards, then student achievement goals in literacy will be reached.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Plumosa School of the Arts provides rigorous, relevant, and well planned math instruction aligned to the Mathematics Florida Standards, then student achievement goals in mathematics will be reached. 1a

G069896

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Area math cohort trainings.
- Area 1 math instructional specialist support person will attend LTM and common planning sessions.
- LTM will provide support to analyze data, unpack/examine standards, hone instructional practices, and build instructional capacity at the school.
- Academic/parent trainings will be provided using Title 1 funds.
- Common planning to allow teachers to collaborate and share research based strategies for instruction.

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar with variety of strategies and resources available to provide differentiated instruction within the 60 minute math block; teachers require more experience unpacking standards and implementing strategies that apply to those standards; time to analyze item specifications is limited
- Students are not engaged in instruction; students have varying learning styles;
- Students require assistance at home to complete assignments designed to reinforce classroom taught skills; parents are unaware of strategies that can be used to support students at home

Plan to Monitor Progress Toward G1. 8

Administration will track students who participated to determine the effectiveness of this parent training

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Increased assessment scores.

G2. If Plumosa School of the Arts provides rigorous, relevant, and well-planned balanced literacy instruction aligned to the Language Arts Florida Standards, then student achievement goals in literacy will be reached.

1a

G069897

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Reading Coach to provide training and support in and outside of the classroom.
- District supported "balanced literacy" cohorts.
- Learning Team Facilitator support to analyze data, unpack/examine standards, hone instructional practices, and build instructional capacity at school.
- SAI to provide intensive reading remediation.
- Common planning to allow teachers to collaborate and share research based strategies for instruction.
- Academic/Parent trainings will be provided by utilizing Title I funds.

Targeted Barriers to Achieving the Goal 3

- Teachers require additional support in implementation of 90 minute reading block
- Parents/guardians are not equipped to assist their children at home.
- Structured blocks and large number of students needing intervention makes it difficult to provide services to all students within the school day

Plan to Monitor Progress Toward G2. 8

Administration will track students who participated to determine the effectiveness of these parent training

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 9/15/2015 to 6/2/2016

Evidence of Completion

Increased assessment scores.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Plumosa School of the Arts provides rigorous, relevant, and well planned math instruction aligned to the Mathematics Florida Standards, then student achievement goals in mathematics will be reached. **1**

 G069896

G1.B2 Teachers are unfamiliar with variety of strategies and resources available to provide differentiated instruction within the 60 minute math block; teachers require more experience unpacking standards and implementing strategies that apply to those standards; time to analyze item specifications is limited **2**

 B181905

G1.B2.S1 Develop a system of supports that will build teacher capacity to scaffold and differentiate instruction to assist all students including, ELL and ESE students in reaching mastery of standards. **4**

 S193523

Strategy Rationale

It is necessary to provide differentiated instruction during the math block in order to remediate and enrich students.

Action Step 1 **5**

Lead teachers will attend Area math cohort meetings, school based professional development, LTMs.

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Agendas, TDEs, minutes showing lead teachers shared information during LTM/common planning sessions.

Action Step 2 5

LTF will facilitate meetings in which math teachers will unpack standards, analyze data, and identify strategies to drive instruction.

Person Responsible

cynthia lawson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

LTM schedule, LTM agendas, sign-ins, notes & work samples

Action Step 3 5

Math Coach will support teachers in implementing effective instructional strategies through the coaching cycle.

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Coach's schedule, coach's log, work samples such as lesson plans modeled, PD facilitated, debriefing notes with teachers observed.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Describe how you will ensure the LTF is conducting meetings (leadership will review LTM work samples and conference with LTF to ensure fidelity).

Person Responsible

Catherine Reynolds

Schedule

Every 2 Months, from 9/14/2015 to 6/2/2016

Evidence of Completion

Examples: 1. Leadership team agenda, sign-ins, and note/minutes/reflections regarding LTM schedule and work products 2. Debriefing notes from conversations between leadership and LTF and coach.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will monitor LTM and common planning conversations, as teachers identify students who need remediation and enrichment.

Person Responsible

Catherine Reynolds


Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Evidence will be shown through analyzing data during LTM.

G1.B3 Students are not engaged in instruction; students have varying learning styles; 2

 B181906

G1.B3.S1 Increase students' engagement in the learning process through the use of manipulative, technology, fine arts programs, Readers Theatre, Tableau, and online programs. 4

 S193524

Strategy Rationale

Students are more likely to retain information when activities are stimulating and relatable.

Action Step 1 5

Utilize engaging online programs during math & science blocks

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans indicating use of program, usage reports

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Formal and Informal observations performed by Principal, Assistant Principal, and Math Coach.
Lesson plan checks

Person Responsible

Catherine Reynolds

Schedule

Biweekly, from 9/15/2015 to 6/2/2016

Evidence of Completion

Lesson plans, EDW data, Edmodo data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data analysis will be conducted in LTM

Person Responsible

cynthia lawson

Schedule

Biweekly, from 9/15/2015 to 6/2/2016

Evidence of Completion

EDW data, Performance Matters data, student portfolios

G1.B4 Students require assistance at home to complete assignments designed to reinforce classroom taught skills; parents are unaware of strategies that can be used to support students at home **2**

 B181907

G1.B4.S1 Build parent capacity to serve as partners in education. **4**

 S193525

Strategy Rationale

Parental involvement and support in education is a major factor in raising student achievement.

Action Step 1 **5**

Engage parents in math educational strategies through Math Night hosted in partnership with the science museum.

Person Responsible

Catherine Reynolds

Schedule

On 11/17/2015

Evidence of Completion

Consultant contract, invitation, sign-ins, parent evaluations

Action Step 2 **5**

Part time parent liaison will coordinate with teachers to provide math/science academic trainings and facilitate school-home communication.

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Sign in sheets and parent feedback

Person Responsible

cynthia lawson

Schedule

On 11/17/2015

Evidence of Completion

parent survey, evaluations

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teachers will be stationed at different interactive math and science activities

Person Responsible

cynthia lawson

Schedule

On 11/17/2015

Evidence of Completion

Students will turn in a stamped passport showing completion of interactive station rotation

G2. If Plumosa School of the Arts provides rigorous, relevant, and well-planned balanced literacy instruction aligned to the Language Arts Florida Standards, then student achievement goals in literacy will be reached. 1

G069897

G2.B2 Teachers require additional support in implementation of 90 minute reading block 2

B181909

G2.B2.S1 Ensure teachers receive support in the classrooms through coaching and mentoring. 4

S193527

Strategy Rationale

This will ensure fidelity of balanced literacy implementation.

Action Step 1 5

Reading coach will build teachers' capacity to provide effective literacy instruction through the coaching cycle.

Person Responsible

Daria Rubin

Schedule

Daily, from 9/15/2015 to 6/2/2016

Evidence of Completion

Coach's schedule, coaches log, work samples such as notes from observations/debriefing, PD facilitated, participation in LTMs, lesson plans from modeled lessons

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

coach's schedule and documentation will be reviewed and feedback will be given.

Person Responsible

Catherine Reynolds

Schedule

Daily, from 9/15/2015 to 6/2/2016

Evidence of Completion

conversation between administration and reading coach, meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Daily updates and conversations with administration regarding classroom instruction

Person Responsible

Catherine Reynolds


Schedule

Weekly, from 9/15/2015 to 6/2/2016

Evidence of Completion

classroom observations and student data

G2.B3 Parents/guardians are not equipped to assist their children at home. 2

 B181910

G2.B3.S1 Build parent capacity to serve as partners in literacy education. 4

 S193528

Strategy Rationale

Strengthening the partnerships between parents and school to increase student achievement.

Action Step 1 5

Parent liaison will coordinate parent trainings in literacy.

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

sign-in, agenda, handouts, parent evaluations from literacy nights

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Reviewing agenda/materials prior to the meeting and attending the meeting.

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 9/15/2015 to 5/31/2016

Evidence of Completion

approved agendas, debriefing notes from the meeting/training

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

monitor student data of the student's parents who have attending parent trainings.

Person Responsible

Diana Fernandez

Schedule

Monthly, from 9/15/2015 to 5/31/2016

Evidence of Completion

EDW reports/performance matters reports

G2.B4 Structured blocks and large number of students needing intervention makes it difficult to provide services to all students within the school day **2**

 B181911

G2.B4.S1 Provide extended learning opportunities after school and supplemental intervention services through pull out program during the school day. **4**

 S193529

Strategy Rationale

To provide individual student support to targeted students.

Action Step 1 **5**

SAI teachers will provide additional support to identified students through pullout.

Person Responsible

Catherine Reynolds

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

SAI teachers' schedules, rosters of students served, lesson plans

Action Step 2 **5**

Provide students with before and after school tutorial

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 2/16/2016 to 4/15/2016

Evidence of Completion

Teacher time sheets, student sign-ins, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

schedules

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 9/8/2015 to 6/2/2016

Evidence of Completion

EDW reports of student data

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

iii and SAI schedules

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Student data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Lead teachers will attend Area math cohort meetings, school based professional development, LTMs.	Reynolds, Catherine	9/1/2015	Agendas, TDEs, minutes showing lead teachers shared information during LTM/common planning sessions.	5/27/2016 monthly
G1.B3.S1.A1	Utilize engaging online programs during math & science blocks	Reynolds, Catherine	8/17/2015	Lesson plans indicating use of program, usage reports	6/2/2016 weekly
G1.B4.S1.A1	Engage parents in math educational strategies through Math Night hosted in partnership with the science museum.	Reynolds, Catherine	11/17/2015	Consultant contract, invitation, sign-ins, parent evaluations	11/17/2015 one-time
G2.B2.S1.A1	Reading coach will build teachers' capacity to provide effective literacy instruction through the coaching cycle.	Rubin, Daria	9/15/2015	Coach's schedule, coaches log, work samples such as notes from observations/debriefing, PD facilitated, participation in LTMs, lesson plans from modeled lessons	6/2/2016 daily
G2.B3.S1.A1	Parent liaison will coordinate parent trainings in literacy.	Reynolds, Catherine	8/17/2015	sign-in, agenda, handouts, parent evaluations from literacy nights	6/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A1	SAI teachers will provide additional support to identified students through pullout.	Reynolds, Catherine	8/24/2015	SAI teachers' schedules, rosters of students served, lesson plans	6/2/2016 daily
G1.B2.S1.A2	LTF will facilitate meetings in which math teachers will unpack standards, analyze data, and identify strategies to drive instruction.	lawson, cynthia	8/17/2015	LTM schedule, LTM agendas, sign-ins, notes & work samples	6/2/2016 weekly
G1.B4.S1.A2	Part time parent liaison will coordinate with teachers to provide math/science academic trainings and facilitate school-home communication.	Reynolds, Catherine	8/17/2015		6/2/2016 weekly
G2.B4.S1.A2	Provide students with before and after school tutorial	Reynolds, Catherine	2/16/2016	Teacher time sheets, student sign-ins, lesson plans	4/15/2016 weekly
G1.B2.S1.A3	Math Coach will support teachers in implementing effective instructional strategies through the coaching cycle.	Reynolds, Catherine	8/17/2015	Coach's schedule, coach's log, work samples such as lesson plans modeled, PD facilitated, debriefing notes with teachers observed.	6/2/2016 weekly
G1.MA1	Administration will track students who participated to determine the effectiveness of this parent training	Reynolds, Catherine	9/1/2015	Increased assessment scores.	5/31/2016 monthly
G1.B2.S1.MA1	Administration will monitor LTM and common planning conversations, as teachers identify students who need remediation and enrichment.	Reynolds, Catherine	9/1/2015	Evidence will be shown through analyzing data during LTM.	5/31/2016 monthly
G1.B2.S1.MA1	Describe how you will ensure the LTF is conducting meetings (leadership will review LTM work samples and conference with LTF to ensure fidelity).	Reynolds, Catherine	9/14/2015	Examples: 1. Leadership team agenda, sign-ins, and note/minutes/ reflections regarding LTM schedule and work products 2. Debriefing notes from conversations between leadership and LTF and coach.	6/2/2016 every-2-months
G1.B3.S1.MA1	Data analysis will be conducted in LTM	lawson, cynthia	9/15/2015	EDW data, Performance Matters data, student portfolios	6/2/2016 biweekly
G1.B3.S1.MA1	Formal and Informal observations performed by Principal, Assistant Principal, and Math Coach. Lesson plan checks	Reynolds, Catherine	9/15/2015	Lesson plans, EDW data, Edmodo data	6/2/2016 biweekly
G1.B4.S1.MA1	Teachers will be stationed at different interactive math and science activities	lawson, cynthia	11/17/2015	Students will turn in a stamped passport showing completion of interactive station rotation	11/17/2015 one-time
G1.B4.S1.MA1	Sign in sheets and parent feedback	lawson, cynthia	11/17/2015	parent survey, evaluations	11/17/2015 one-time
G2.MA1	Administration will track students who participated to determine the effectiveness of these parent training	Reynolds, Catherine	9/15/2015	Increased assessment scores.	6/2/2016 monthly
G2.B2.S1.MA1	Daily updates and conversations with administration regarding classroom instruction	Reynolds, Catherine	9/15/2015	classroom observations and student data	6/2/2016 weekly
G2.B2.S1.MA1	coach's schedule and documentation will be reviewed and feedback will be given.	Reynolds, Catherine	9/15/2015	conversation between administration and reading coach, meeting notes	6/2/2016 daily
G2.B3.S1.MA1	monitor student data of the student's parents who have attending parent trainings.	Fernandez, Diana	9/15/2015	EDW reports/performance matters reports	5/31/2016 monthly
G2.B3.S1.MA1	Reviewing agenda/materials prior to the meeting and attending the meeting.	Reynolds, Catherine	9/15/2015	approved agendas, debriefing notes from the meeting/training	5/31/2016 weekly
G2.B4.S1.MA1	iii and SAI schedules	Reynolds, Catherine	9/8/2015	Student data	6/2/2016 weekly
G2.B4.S1.MA1	schedules	Reynolds, Catherine	9/8/2015	EDW reports of student data	6/2/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Plumosa School of the Arts provides rigorous, relevant, and well planned math instruction aligned to the Mathematics Florida Standards, then student achievement goals in mathematics will be reached.

G1.B2 Teachers are unfamiliar with variety of strategies and resources available to provide differentiated instruction within the 60 minute math block; teachers require more experience unpacking standards and implementing strategies that apply to those standards; time to analyze item specifications is limited

G1.B2.S1 Develop a system of supports that will build teacher capacity to scaffold and differentiate instruction to assist all students including, ELL and ESE students in reaching mastery of standards.

PD Opportunity 1

Lead teachers will attend Area math cohort meetings, school based professional development, LTMs.

Facilitator

Annie Burrell/Daria Rubin/Cynthia Lawson/Grade Level Lead Math Teachers

Participants

Grade Level Math Teachers

Schedule

Monthly, from 9/1/2015 to 5/27/2016

PD Opportunity 2

LTF will facilitate meetings in which math teachers will unpack standards, analyze data, and identify strategies to drive instruction.

Facilitator

LTF, Math Coach

Participants

Classroom teachers

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	Lead teachers will attend Area math cohort meetings, school based professional development, LTMs.				\$0.00
2	G1.B2.S1.A2	LTF will facilitate meetings in which math teachers will unpack standards, analyze data, and identify strategies to drive instruction.				\$65,008.45
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0871 - Plumosa School Of The Arts	Title I Part A	1.0	\$65,008.45
<i>Notes: 1.0 LTF - Cynthia Lawson - Salary & Benefits</i>						
3	G1.B2.S1.A3	Math Coach will support teachers in implementing effective instructional strategies through the coaching cycle.				\$0.00
4	G1.B3.S1.A1	Utilize engaging online programs during math & science blocks				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0871 - Plumosa School Of The Arts			\$0.00
<i>Notes: Online subscriptions such as Vmath, Reflex Math, iReady, etc.</i>						
5	G1.B4.S1.A1	Engage parents in math educational strategies through Math Night hosted in partnership with the science museum.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0871 - Plumosa School Of The Arts	Title I Part A		\$500.00
<i>Notes: Consultant Contract - Science Museum</i>						
6	G1.B4.S1.A2	Part time parent liaison will coordinate with teachers to provide math/science academic trainings and facilitate school-home communication.				\$2,205.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0871 - Plumosa School Of The Arts	Title I Part A		\$1,700.00
<i>Notes: Parent Liaison (part time pay and benefits)</i>						
			0871 - Plumosa School Of The Arts	Title I Part A		\$505.50
<i>Notes: Supplies for math academic trainings and parent communication such as paper, ink, construction paper, pens, pencils, folders.</i>						

Budget Data

7	G2.B2.S1.A1	Reading coach will build teachers' capacity to provide effective literacy instruction through the coaching cycle.				\$65,008.45
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0871 - Plumosa School Of The Arts	Title I Part A	1.0	\$65,008.45
<i>Notes: 1.0 Reading Coach - Daria Rubin - Salary & Benefits</i>						
8	G2.B3.S1.A1	Parent liaison will coordinate parent trainings in literacy.				\$3,298.60
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0871 - Plumosa School Of The Arts	Title I Part A		\$1,700.00
<i>Notes: salary and benefits for part time parent liaison</i>						
			0871 - Plumosa School Of The Arts	Title I Part A		\$398.60
<i>Notes: parent training supplies: folders, paper, ink, pens, highlighters, post-it, refreshments,</i>						
			0871 - Plumosa School Of The Arts	Title I Part A		\$1,200.00
<i>Notes: student agendas</i>						
9	G2.B4.S1.A1	SAI teachers will provide additional support to identified students through pullout.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0871 - Plumosa School Of The Arts			\$0.00
10	G2.B4.S1.A2	Provide students with before and after school tutorial				\$9,636.01
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0871 - Plumosa School Of The Arts	Title I Part A		\$3,000.01
<i>Notes: salary and benefits for HQ tutors</i>						
			0871 - Plumosa School Of The Arts	Title I Part A		\$6,636.00
<i>Notes: LLI ancillary supplies, classroom libraries, paper and ink for classroom use and tutorial, composition books, folders, pens, pencils, highlighters, post-its, etc.</i>						
					Total:	\$145,657.01