Plumosa School Of The Arts

2017-18 Schoolwide Improvement Plan

Plumosa School Of The Arts

2501 SEACREST BLVD, Delray Beach, FL 33444

https://pmse.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

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 was approved by the Palm Beach County School Board on 11/1/2017.

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 that has a school grade of D or F.

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Plumosa School Of The Arts

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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 School Wide Positive Behavior expectations helps to develop social skills, character building, and decision making.

c. 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.

d. 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
Heiken Vision
One Sight Vision
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
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
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
Big Brothers and Big Sisters
Listen to Children-provide listeners
Mentor Lunch
Abbey's Angels

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 (10) 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	18	13	10	12	12	0	0	0	0	0	0	0	75
One or more suspensions	6	4	4	8	11	11	0	0	0	0	0	0	0	44
Course failure in ELA or Math	31	47	50	60	57	49	0	0	0	0	0	0	0	294
Level 1 on statewide assessment	0	0	0	42	48	50	0	0	0	0	0	0	0	140
	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	13	10	42	49	43	0	0	0	0	0	0	0	165

c. 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
iReady
Tutorials
Fundations
Goal setting for identified students
Notification procedures for parents for agency and community out-reach
Create evidence based interventions related to early warning systems
Grades 3-5 mentoring lunch program
Literacy Coalition reading tutors
Guidance Lessons on learning strategies
Solution focused small group counseling

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/436668.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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 21, 2016. 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 third Wednesday of the month. 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; 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, Remind app, 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.

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

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 Remind app, Twitter, and social media accounts to share out information.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Reynolds, Catherine	Principal
Lawson, Cynthia	Other
Rubin, Daria	Instructional Coach
Cadet, Marie	School Counselor

b. Duties

1. 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.
Team members attend PLCs, and common plannings to identify trends and patterns across the grade levels.
Team members also attend weekly SBT meetings to monitor individual student's needs.
Team members participate in parent conferences in order to facilitate communication, and provide additional resources, including affiliated outside agencies.
Team members contribute to collaborative school wide implementation of SWPB.

2. 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 model direct

differentiated instruction to students in the RtI process. A SAI teacher was purchased to provide small group instruction to students requiring remediation services. 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 and 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.
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- clothing
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
Literacy Coalition
One Love One Community
One Sight Vision
Rack Room Shoes-shoes for students
Listening to Children
McKinney-Vento-school liaison ensures that students identified as homeless have access to resources. Such as title 1 tutorials, 21st Century after school program.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Daria Rubin	Teacher
Cathy Reynolds	Principal
Anastasia Chandler	Business/Community
Marie Cadet	Education Support Employee
Lisa Parker	Parent
Arlene Weiss	Teacher
Megan Baraldi	Parent
Christel Koedel	Parent
Francis Caputo	Parent
Sarah Kittles	Parent
Tyler Groveman	Business/Community
Rhonda Turner	Parent
Loshetta Dommand	Parent
Stephanie Marie Sheenhan	Parent
Brian Horan	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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 will be taken into consideration when the SIP/PIP is written this year.

b. 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.

c. 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.

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

SAC funds were used for the following items:
Teacher Workshops
Books for classroom libraries
After school and during school tutoring

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Reynolds, Catherine	Principal
Rubin, Daria	Instructional Coach
Lawson, Cynthia	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Members of the LLT, including curriculum support personnel, and classroom teachers, will attend the literacy common planning meetings and PLCs to gain information and knowledge regarding balanced literacy, building scales, and ELA standards. Members of the LLT will plan and organize a Literacy Night, Parent Academy nights. The LLT will meet monthly to determine any concerns or questions that teachers may have regarding literacy.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Teachers will attend and participate in grade level and content area specific Professional Learning Communities (PLC). PLCs 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.

2. 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 South Regional 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. Plumosa's new teachers attended a new teacher school orientation prior to the beginning of the school year starting. This orientation addressed the daily functions of the school, resources available to teachers, SWPB, and SBT.

3. 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 mentor 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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 and district approved.

b. Instructional Strategies

1. 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

Through the use of PLCs 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 will 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.

2. 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

Data is collected through teacher lesson plans, student's written work and teacher observations. Student's participate in performances throughout the year to demonstrate growth and knowledge in the performing arts.

Strategy: After School Program

Minutes added to school year: 2,160

Standards based supplemental tutorial instruction

Strategy Rationale

providing support to students with identified areas of need in grades 3-5

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Fernandez, Diana, diana.fernandez@palmbeachschools.org

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

Diagnostics, attendance, EDW and Performance Matters

Strategy: After School Program

Minutes added to school year: 42,240

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. 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 is held annually in May.This provides 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 has been put in place. Students are 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 are 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.

Plumosa also prepares our fifth graders for middle school transition by inviting feeder and magnet middle schools to a showcase to come and speak to the students and explain the different programs that are offered.

The 5th graders who attend Carver are also able to spend the day touring the school, visiting classrooms, and asking questions.

b. College and Career Readiness

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

Infusion of conversations regarding college and career aspirations occur in the classroom settings as well as during monthly mentor lunches.

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

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

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 implements evidence based interventions and supports for students, teachers, and parents, then we will increase the percentage of students matriculating to middle school meeting the indicators of high school readiness.

G2.   If Plumosa School of the Arts provides effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If Plumosa School of the Arts implements evidence based interventions and supports for students, teachers, and parents, then we will increase the percentage of students matriculating to middle school meeting the indicators of high school readiness. 1a

🔑 G094942

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
FSA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent level of rigor across classrooms

- Students are not engaged in instruction; students have varying learning styles; students entering grade level lack of foundational and background knowledge from prior years.

- 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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dedicated time towards collaborative planning

- Using title 1 funds for parent trainings

- Support through district elementary math support cadre

- iReady

- Using title 1 funds for tutorial

-

Plan to Monitor Progress Toward G1. 8

Data will be collected from FSQs, USAs, Diagnostics and FSA

Person Responsible
Catherine Reynolds

Schedule
Monthly, from 8/29/2017 to 6/2/2018

Evidence of Completion
analysis and discussion of data

G2. If Plumosa School of the Arts provides effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade. 1a

🔍 G094943

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	70.0
FSA ELA Achievement - Grade 3	49.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers require additional support in elevating the rigor and fidelity of language art instruction

- Parents/guardians are not equipped to assist their children at home with higher level critical thinking and comprehension

- Structured blocks and large number of students needing intervention makes it difficult to provide services to all students within the school day

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach to provide training and support in and outside of the classroom.

- Single School Culture Coordinator to support to analyze data, unpack/examine standards, hone instructional practices, and build instructional capacity at school.

- District provided and title 1 purchased SAI teachers

- Time provided for Common planning to allow teachers to collaborate and share research based strategies for instruction.

- Title 1 funds used for Academic/Parent trainings

- District provided adaptive technology

- Title 1 tutorial funds

Plan to Monitor Progress Toward G2. 8

Administration will track students progess of students impacted by supplemental instruction and parent workshops.

Person Responsible
Catherine Reynolds

Schedule
Monthly, from 8/22/2017 to 6/2/2018

Evidence of Completion
Increased assessment scores on FSA and Diagnoistics

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 implements evidence based interventions and supports for students, teachers, and parents, then we will increase the percentage of students matriculating to middle school meeting the indicators of high school readiness. [1]

🔑 G094942

G1.B1 Inconsistent level of rigor across classrooms [2]

🔑 B255448

G1.B1.S1 Teachers will have the opportunity to collaborate in multiple settings to develop a stronger understanding of standards, rigor, data driven instruction and best practices. [4]

🔑 S269960

Strategy Rationale

Deepen understanding of standards. Create a shared responsibility of development of students. Participate in job embedded professional development.

Action Step 1 [5]

Teachers will attend and participate in a 60 minute PLC meeting

Person Responsible

Cynthia Lawson

Schedule

Daily, from 8/29/2017 to 5/24/2018

Evidence of Completion

Agendas, sign-in sheets

Action Step 2 [5]

Teachers will participate in common planning as an extension of their PLC

Person Responsible

Catherine Reynolds

Schedule

Biweekly, from 8/22/2017 to 5/24/2018

Evidence of Completion

sign in sheets, agendas, work products

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration and Single School Culture Cordinator as well as reading coach, and math resource teacher will attend meetings.

Person Responsible

Catherine Reynolds

Schedule

Daily, from 8/22/2017 to 5/22/2018

Evidence of Completion

The evidence collected will be agendas, sign-in showing administrator attendance, minutes, notes and feedback to facilitators. Leadership Team meeting minutes, agendas, sign in

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administrators and SSCC as well as reading coach and math resource teacher will attend meetings and review student data

Person Responsible

Catherine Reynolds

Schedule

Daily, from 8/22/2017 to 5/24/2018

Evidence of Completion

Data from FSQ, Diagnostics and FSA

G1.B3 Students are not engaged in instruction; students have varying learning styles; students entering grade level lack of foundational and background knowledge from prior years. 2

🔍 B255450

G1.B3.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. 4

🔍 S269962

Strategy Rationale

Students are more likely to achieve grade level expectations when instruction is differentiated in order to meet students needs; and activities are stimulating and relevant.

Action Step 1 5

Infuse STEM activities to provide hands on cross curricular opportunities

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 8/14/2017 to 6/2/2018

Evidence of Completion

Lesson plans indicating STEM activities

Action Step 2 5

After school tutorial program will support identified students in building and refining core content knowledge.

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 11/7/2017 to 3/12/2018

Evidence of Completion

tutorial schedule, student groups, tutorial packets with teacher time sheets, student sign ins for each day on time sheet and lesson plans for each day on time sheet, student invitation letters, schedule, budget planner

Action Step 3 `5`

Students will have the opportunity to participate in in-school field trips to enrich instruction by providing real world application

Person Responsible

Cynthia Lawson

Schedule

On 11/14/2017

Evidence of Completion

field trip check list and supporting documentation

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

Formal and Informal observations performed by Principal, Assistant Principal,SSCC and coaches. Lesson plan checks.

Person Responsible

Catherine Reynolds

Schedule

Every 3 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

leadership team meeting notes, agenda, sign in, feedback to participants/facilitators, program refelctions

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

Administration, SSCC and coaches will conduct daily and weekly observations

Person Responsible

Catherine Reynolds

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

FSQ and USA data and elementary literacy assessment data

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]

🔑 B255451

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

🔑 S269963

Strategy Rationale

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

Action Step 1 [5]

Engage parents in math and science educational strategies through STEM Night in partnership with the science museum.

Person Responsible

Catherine Reynolds

Schedule

On 11/14/2017

Evidence of Completion

Consultant contract, invitation, sign-ins, parent evaluations, pictures

Action Step 2 [5]

Parents will have the opportunity to learn strategies and complete hands on activities to assist in building student skills during Parent Academy Night

Person Responsible

Schedule

On 10/26/2017

Evidence of Completion

invitations, agendas, sign ins, handouts/presentations and other items that show training was interactive, parent evaluations

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

Administration will analyze parent evaluations and verbal feedback and will attend parent nights

Person Responsible

Daria Rubin

Schedule

On 10/26/2017

Evidence of Completion

Analysis and reflection on parent evaluations and attendance, feedback to presenters on strategies to improve impact

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

Parent attendance and student performance will be tracked

Person Responsible

Daria Rubin

Schedule

On 6/1/2018

Evidence of Completion

classroom performance data, parent attendance tracking form

G2. If Plumosa School of the Arts provides effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade. 1

🔑 G094943

G2.B2 Teachers require additional support in elevating the rigor and fidelity of language art instruction 2

🔑 B255453

G2.B2.S1 Ensure teachers receive support in delivering effective reading instruction through coaching and mentoring. 4

🔑 S269965

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 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 2 5

Substitutes will be provided in order for teachers to observe mentor teachers.

Person Responsible

Daria Rubin

Schedule

Every 6 Weeks, from 8/14/2017 to 4/30/2018

Evidence of Completion

substitute slips, observation rotation schedule

Action Step 3 `5`

Teachers will attend Wilson Fundations training to promote phonemic awareness in classrooms

Person Responsible

Daria Rubin

Schedule

On 8/9/2017

Evidence of Completion

TDE, agenda from the training

Action Step 4 `5`

Teachers will attend Reading Running Records training to promote literacy in the classroom

Person Responsible

Daria Rubin

Schedule

On 9/6/2017

Evidence of Completion

TDE, agenda from training

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

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

meeting notes between administration and reading coach,

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

professional development offerings and implementation of strategies within the classroom by observations

Person Responsible

Daria Rubin

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

feedback to PD facilitators

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

aministration will monitor teacher attendance in PD and will review monthly data

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

FSQ and USA as well as RRR data

G2.B3 Parents/guardians are not equipped to assist their children at home with higher level critical thinking and comprehension 2

🔍 B255454

G2.B3.S1 Align new and existing community and parent partnerships to engage multiple stakeholders in the decision making about and support of instructional programs to positively impact student achievement. 4

🔍 S269966

Strategy Rationale

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

Action Step 1 5

Teachers will conduct grade level specific, strategies-focused parent trainings to build parents' capacity to support the extension of classroom learning at home. Examples include: Parent Academies, Slumber Reads, Curriculum Night,

Person Responsible

Catherine Reynolds

Schedule

Every 6 Weeks, from 9/13/2017 to 4/25/2018

Evidence of Completion

invitations, sign-ins, agenda, handouts/presentations and/or photos showing evidence of interactive activities, parent evaluations from literacy nights

Action Step 2 5

Provide parents with timely notice of school events, meetings, parent trainings, and academic progress of their students.

Person Responsible

Catherine Reynolds

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

flyers, one voice data and graphs, parent conference notes

Action Step 3 `5`

Ensure a smooth transition to kindergarten by providing parents information on the expectations for kindergarten and strategies to build early literacy skills.

Person Responsible

Catherine Reynolds

Schedule

On 5/2/2018

Evidence of Completion

advertisement/flyer, agenda, sign ins, hand outs, evaluations

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

Administration will attend parent nights, review agenda and materials prior to the meeting, analyze parent feedback provided in evaluations

Person Responsible

Catherine Reynolds

Schedule

Triannually, from 9/14/2017 to 4/25/2018

Evidence of Completion

Analysis of parent evaluations, feedback to presenters, reflection on ways to strengthen impact

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

Monitor the student data from those children whose parents attended one or more of the trainings offered

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 9/14/2017 to 5/31/2018

Evidence of Completion

parent attendance tracking, RRR, FSQ and USA data

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

🔍 B255455

G2.B4.S1 Provide instructional programming that is customized to the individual strengths, needs, interests and aspirations of each learner. 4

🔍 S269967

Strategy Rationale

To provide individual student support to targeted students.

Action Step 1 5

SAI teachers will provide additional support, outside of the 90 minute block, to identified students through pullout.

Person Responsible

Catherine Reynolds

Schedule

Daily, from 8/22/2017 to 6/1/2018

Evidence of Completion

SAI teachers' schedules, lesson plans, progress monitoring data for student groups (no names)

Action Step 2 5

Provide students with before and after school tutorial

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 11/14/2017 to 3/16/2018

Evidence of Completion

Teacher time sheets, student sign-ins, lesson plans, schedule and budget planner, invitation to students/parent notification

Action Step 3 `5`

Develop oral language skills of kindergarten and first grade students through the implementation of Fundations

Person Responsible

Daria Rubin

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans

Action Step 4 `5`

Students in grades K-3 will have the opportunity to access independent level text in both fiction and non-fiction that are culturally relevant

Person Responsible

Daria Rubin

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

observations of classroom libraries, lesson plans

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

SAI teachers schedules and class roster will be reviewed along with student progress

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

feedback to SAI teacher, discussion of SAI groups in leadership meetings (agenda, sign-ins, notes), position reflection template

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

Admin team will observe tutorial in progress

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 11/14/2017 to 3/16/2018

Evidence of Completion

feedback to tutorial administrator, admin team meeting agendas, sign ins, notes where tutorial was discussed

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

administration will monitor student attendance and progress

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

FSQ and USA and RRR data; attendance date

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B2.S1.A3 A361015	Teachers will attend Wilson Fundations training to promote phonemic awareness in classrooms	Rubin, Daria	8/9/2017	TDE, agenda from the training	8/9/2017 one-time
G2.B2.S1.A4 A361016	Teachers will attend Reading Running Records training to promote literacy in the classroom	Rubin, Daria	9/6/2017	TDE, agenda from training	9/6/2017 one-time
G1.B4.S1.MA1 M385711	Administration will analyze parent evaluations and verbal feedback and will attend parent nights	Rubin, Daria	10/26/2017	Analysis and reflection on parent evaluations and attendance, feedback to presenters on strategies to improve impact	10/26/2017 one-time
G1.B4.S1.A2 A361007	Parents will have the opportunity to learn strategies and complete hands on activities to assist in...		10/26/2017	invitations, agendas, sign ins, handouts/presentations and other items that show training was interactive, parent evaluations	10/26/2017 one-time
G1.B3.S1.A3 A361005	Students will have the opportunity to participate in in-school field trips to enrich instruction by...	Lawson, Cynthia	11/14/2017	field trip check list and supporting documentation	11/14/2017 one-time
G1.B4.S1.A1 A361006	Engage parents in math and science educational strategies through STEM Night in partnership with...	Reynolds, Catherine	11/14/2017	Consultant contract, invitation, sign-ins, parent evaluations, pictures	11/14/2017 one-time
G1.B3.S1.A2 A361004	After school tutorial program will support identified students in building and refining core...	Reynolds, Catherine	11/7/2017	tutorial schedule, student groups, tutorial packets with teacher time sheets, student sign ins for each day on time sheet and lesson plans for each day on time sheet, student invitation letters, schedule, budget planner	3/12/2018 weekly
G2.B4.S1.MA3 M385722	Admin team will observe tutorial in progress	Reynolds, Catherine	11/14/2017	feedback to tutorial administrator, admin team meeting agendas, sign ins, notes where tutorial was discussed	3/16/2018 weekly
G2.B4.S1.A2 A361021	Provide students with before and after school tutorial	Reynolds, Catherine	11/14/2017	Teacher time sheets, student sign-ins, lesson plans, schedule and budget planner, invitation to students/parent notification	3/16/2018 weekly
G2.B3.S1.MA1 M385719	Administration will attend parent nights, review agenda and materials prior to the meeting, analyze...	Reynolds, Catherine	9/14/2017	Analysis of parent evaluations, feedback to presenters, reflection on ways to strengthen impact	4/25/2018 triannually
G2.B3.S1.A1 A361017	Teachers will conduct grade level specific, strategies-focused parent trainings to build parents'...	Reynolds, Catherine	9/13/2017	invitations, sign-ins, agenda, handouts/ presentations and/or photos showing evidence of interactive activities, parent evaluations from literacy nights	4/25/2018 every-6-weeks
G2.B2.S1.A2 A361014	Substitutes will be provided in order for teachers to observe mentor teachers.	Rubin, Daria	8/14/2017	substitute slips, observation rotation schedule	4/30/2018 every-6-weeks
G2.B3.S1.A3 A361019	Ensure a smooth transition to kindergarten by providing parents information on the expectations for...	Reynolds, Catherine	5/2/2018	advertisement/flyer, agenda, sign ins, hand outs, evaluations	5/2/2018 one-time
G1.B1.S1.MA1 M385705	Administration and Single School Culture Cordinator as well as reading coach, and math resource...	Reynolds, Catherine	8/22/2017	The evidence collected will be agendas, sign-in showing administrator attendance, minutes, notes and feedback to facilitators. Leadership Team meeting minutes, agendas, sign in	5/22/2018 daily
G1.B1.S1.MA1 M385704	Administrators and SSCC as well as reading coach and math resource teacher will attend meetings...	Reynolds, Catherine	8/22/2017	Data from FSQ, Diagnostics and FSA	5/24/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1 A360998	Teachers will attend and participate in a 60 minute PLC meeting	Lawson, Cynthia	8/29/2017	Agendas, sign-in sheets	5/24/2018 daily
G1.B1.S1.A2 A360999	Teachers will participate in common planning as an extension of their PLC	Reynolds, Catherine	8/22/2017	sign in sheets, agendas, work products	5/24/2018 biweekly
G1.B3.S1.MA1 M385709	Formal and Informal observations performed by Principal, Assistant Principal,SSCC and coaches....	Reynolds, Catherine	9/1/2017	leadership team meeting notes, agenda, sign in, feedback to participants/facilitators, program refelctions	5/31/2018 every-3-weeks
G2.B2.S1.MA3 M385717	professional development offerings and implementation of strategies within the classroom by...	Rubin, Daria	8/14/2017	feedback to PD facilitators	5/31/2018 weekly
G2.B3.S1.MA1 M385718	Monitor the student data from those children whose parents attended one or more of the trainings...	Reynolds, Catherine	9/14/2017	parent attendance tracking, RRR, FSQ and USA data	5/31/2018 monthly
G1.B3.S1.MA1 M385708	Administration, SSCC and coaches will conduct daily and weekly observations	Reynolds, Catherine	8/21/2017	FSQ and USA data and elementary literacy assessment data	6/1/2018 biweekly
G1.B4.S1.MA1 M385710	Parent attendance and student performance will be tracked	Rubin, Daria	9/14/2017	classroom performance data, parent attendance tracking form	6/1/2018 one-time
G2.B2.S1.MA1 M385715	aministration will monitor teacher attendance in PD and will review monthly data	Reynolds, Catherine	8/14/2017	FSQ and USA as well as RRR data	6/1/2018 monthly
G2.B2.S1.MA1 M385716	coach's schedule and documentation will be reviewed and feedback will be given.	Reynolds, Catherine	8/14/2017	meeting notes between administration and reading coach,	6/1/2018 monthly
G2.B2.S1.A1 A361013	Reading coach will build teachers' capacity to provide effective literacy instruction through the...	Rubin, Daria	8/14/2017	Coach's schedule, coaches log, work samples such as notes from observations/debriefing, PD facilitated, participation in PLCs, lesson plans from modeled lessons	6/1/2018 daily
G2.B3.S1.A2 A361018	Provide parents with timely notice of school events, meetings, parent trainings, and academic...	Reynolds, Catherine	8/14/2017	flyers, one voice data and graphs, parent conference notes	6/1/2018 daily
G2.B4.S1.MA1 M385720	administration will monitor student attendance and progress	Reynolds, Catherine	8/22/2017	FSQ and USA and RRR data; attendance date	6/1/2018 weekly
G2.B4.S1.MA1 M385721	SAI teachers schedules and class roster will be reviewed along with student progress	Reynolds, Catherine	8/21/2017	feedback to SAI teacher, discussion of SAI groups in leadership meetings (agenda, sign-ins, notes), position reflection template	6/1/2018 monthly
G2.B4.S1.A1 A361020	SAI teachers will provide additional support, outside of the 90 minute block, to identified...	Reynolds, Catherine	8/22/2017	SAI teachers' schedules, lesson plans, progress monitoring data for student groups (no names)	6/1/2018 daily
G2.B4.S1.A3 A361022	Develop oral language skills of kindergarten and first grade students through the implementation of...	Rubin, Daria	8/14/2017	lesson plans	6/1/2018 daily
G2.B4.S1.A4 A361023	Students in grades K-3 will have the opportunity to access independent level text in both fiction...	Rubin, Daria	8/14/2017	observations of classroom libraries, lesson plans	6/1/2018 daily
G1.MA1 M385712	Data will be collected from FSQs, USAs, Diagnostics and FSA	Reynolds, Catherine	8/29/2017	analysis and discussion of data	6/2/2018 monthly
G2.MA1 M385723	Administration will track students progess of students impacted by supplemental instruction and...	Reynolds, Catherine	8/22/2017	Increased assessment scores on FSA and Diagnoistics	6/2/2018 monthly
G1.B3.S1.A1 A361003	Infuse STEM activities to provide hands on cross curricular opportunities	Reynolds, Catherine	8/14/2017	Lesson plans indicating STEM activities	6/2/2018 weekly

V. 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 implements evidence based interventions and supports for students, teachers, and parents, then we will increase the percentage of students matriculating to middle school meeting the indicators of high school readiness.

G1.B1 Inconsistent level of rigor across classrooms

G1.B1.S1 Teachers will have the opportunity to collaborate in multiple settings to develop a stronger understanding of standards, rigor, data driven instruction and best practices.

PD Opportunity 1

Teachers will attend and participate in a 60 minute PLC meeting

Facilitator

SSCC/coaches/teacher leaders

Participants

instructional staff

Schedule

Daily, from 8/29/2017 to 5/24/2018

G2. If Plumosa School of the Arts provides effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade.

G2.B2 Teachers require additional support in elevating the rigor and fidelity of language art instruction

G2.B2.S1 Ensure teachers receive support in delivering effective reading instruction through coaching and mentoring.

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

reading and writing teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Substitutes will be provided in order for teachers to observe mentor teachers.

Facilitator

mentor teachers

Participants

reading and writing teachers

Schedule

Every 6 Weeks, from 8/14/2017 to 4/30/2018

PD Opportunity 3

Teachers will attend Wilson Fundations training to promote phonemic awareness in classrooms

Facilitator

district staff developer

Participants

classroom teachers

Schedule

On 8/9/2017

PD Opportunity 4

Teachers will attend Reading Running Records training to promote literacy in the classroom

Facilitator

district staff developer

Participants

classroom teachers

Schedule

On 9/6/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will attend and participate in a 60 minute PLC meeting	$0.00
2	G1.B1.S1.A2	Teachers will participate in common planning as an extension of their PLC	$0.00
3	G1.B3.S1.A1	Infuse STEM activities to provide hands on cross curricular opportunities	$0.00
4	G1.B3.S1.A2	After school tutorial program will support identified students in building and refining core content knowledge.	$0.00
5	G1.B3.S1.A3	Students will have the opportunity to participate in in-school field trips to enrich instruction by providing real world application	$0.00
6	G1.B4.S1.A1	Engage parents in math and science educational strategies through STEM Night in partnership with the science museum.	$0.00
7	G1.B4.S1.A2	Parents will have the opportunity to learn strategies and complete hands on activities to assist in building student skills during Parent Academy Night	$0.00
8	G2.B2.S1.A1	Reading coach will build teachers' capacity to provide effective literacy instruction through the coaching cycle.	$0.00
9	G2.B2.S1.A2	Substitutes will be provided in order for teachers to observe mentor teachers.	$0.00
10	G2.B2.S1.A3	Teachers will attend Wilson Fundations training to promote phonemic awareness in classrooms	$0.00
11	G2.B2.S1.A4	Teachers will attend Reading Running Records training to promote literacy in the classroom	$0.00
12	G2.B3.S1.A1	Teachers will conduct grade level specific, strategies-focused parent trainings to build parents' capacity to support the extension of classroom learning at home. Examples include: Parent Academies, Slumber Reads, Curriculum Night,	$0.00
13	G2.B3.S1.A2	Provide parents with timely notice of school events, meetings, parent trainings, and academic progress of their students.	$0.00
14	G2.B3.S1.A3	Ensure a smooth transition to kindergarten by providing parents information on the expectations for kindergarten and strategies to build early literacy skills.	$0.00
15	G2.B4.S1.A1	SAI teachers will provide additional support, outside of the 90 minute block, to identified students through pullout.	$0.00
16	G2.B4.S1.A2	Provide students with before and after school tutorial	$0.00
17	G2.B4.S1.A3	Develop oral language skills of kindergarten and first grade students through the implementation of Fundations	$0.00
18	G2.B4.S1.A4	Students in grades K-3 will have the opportunity to access independent level text in both fiction and non-fiction that are culturally relevant	$0.00
		Total:	$0.00