



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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Plumosa School Of The Arts  
2501 SEACREST BLVD  
Delray Beach, FL 33444  
561-330-3900  
[www.palmbeach.k12.fl.us/plumosaes](http://www.palmbeach.k12.fl.us/plumosaes)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 80%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 79%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Plumosa School Of The Arts

##### Principal

Cathy Reynolds

##### School Advisory Council chair

Scott Lehman

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lesli Parker	Teacher
Lindsey Gentry	Teacher
Jill Quiggins	Teacher
Heather Sosnicki	Teacher
Barbara Feldman	Teacher
Scott Lehman	Teacher
Daria Rubin	Reading Coach
Jordanna Saltzman	Guidance
Natalie Cromwell	Assistant Principal
Alberta Anosier	ELL Contact
Yvrose Kankkunen	ESE Contact

#### District-Level Information

##### District

Palm Beach

##### Superintendent

Mr. E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Scott Lehman; SAC Chairman  
 Sally Smollar; Vice-Chairman  
 Anastasia Chandler; Secretary  
 Amie DeMarco; Historian

**Involvement of the SAC in the development of the SIP**

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.

**Activities of the SAC for the upcoming school year**

Parents and staff working together to improve academics and parent participation at Plumosa School of the Arts.

**Projected use of school improvement funds, including the amount allocated to each project**

This is undetermined at this time.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

Membership is not in compliance at this time, step have been taken to recruit new members to reflect the demographic make up of the school. Expected date of compliance is October 23, 2013.

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Cathy Reynolds**

Principal

Years as Administrator: 11

Years at Current School: 1

**Credentials**

BS Elementary Education; Long island University  
 MS Educational Leadership; Nova Southeast University  
 Certifications:  
 School Principal; all levels  
 Educational Leadership; all levels  
 Elementary Education  
 ESOL Edorsement

**Performance Record**

Based upon End of the Year Evaluation: Effective

**Natalie Cromwell**

Asst Principal	Years as Administrator: 4	Years at Current School: 2
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**Credentials**

Ba Elementary Education; Northern Kentucky University  
 MS Special Education; Nova Southeast University  
 Certifications:  
 Educational Leadership; all levels  
 Elementary Education; 1-6  
 Exceptional Student Education; K-12  
 ESOL Endorsement  
 National Board Certification

**Performance Record**      Based upon End of the Year Evaluation: Effective

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Daria Ruibin**

Full-time / School-based	Years as Coach: 1	Years at Current School: 1
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**Areas**      Reading/Literacy

**Credentials**

BS Elementary Education; Florida Atlantic University  
 MS Educational Leadership; Lynn University  
 Certifications:  
 Educational Leadership; all levels  
 Reading Endorsed; all levels  
 ESOL Endorsed; all levels

**Performance Record**      Based upon end of the evaluation: Effective

**Classroom Teachers**

**# of classroom teachers**

57

**# receiving effective rating or higher**

57, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

53, 93%



**# ESOL endorsed**

50, 88%

**# reading endorsed**

6, 11%

**# with advanced degrees**

19, 33%

**# National Board Certified**

4, 7%

**# first-year teachers**

7, 12%

**# with 1-5 years of experience**

9, 16%

**# with 6-14 years of experience**

34, 60%

**# with 15 or more years of experience**

20, 35%

**Education Paraprofessionals****# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The team collaborates to design and oversee the implementation of the Rtl process. The team will meet and will conduct progress monitoring, collect and analyze data, contribute to the development of intervention plans.

Students go through the Rtl process based on classroom performance and testing data (Diagnostics, Elementary Literacy Assessment, FCAT). Teachers will recommend a child if the student is performing below grade level. SBT will meet and decide what the student's needs are. Student will go through the RTI process until they have achieved their goal or are referred to CST. Specific teachers will be responsible for implementing the Rtl process to reach individual student needs.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Determining the student's needs in academics and/or behaviors. The team will determine the necessary evidence based interventions that will be best for the students.

Making sure team receives appropriate materials and implements the probes with the student within the 6- 8 weeks.

Reminders are sent to teachers to turn in their SBT information/ packets.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

LLI

Scholastic

AIMS Web

Foundations

Behavior Charts

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Florida Comprehensive Assessment Test (FCAT)

Florida Assessment for Instruction in Reading (FAIR)

Diagnostic Testing

Palm Beach Writes

Running Reading Records

Mini Assessments

Core K-12 benchmark Assessments

Progress Monitoring and Reporting Network (PMRN)

Comprehensive English Language Learning Assessment (CELLA)

Individualized behavior plans

Office Discipline Referrals

Retentions

Absences/Tardies

Educational Data Warehouse (EDW)

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional Development will be offered to the entire staff on Rtl, school wide positive behavior plan, progress monitoring, completion of forms and necessary data.

Invitation is sent to all SBT members.

Teacher observations are conducted to help determine the individual student needs. Parent conferences are held to discuss the different levels of support within each tier.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:**

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 they can put a strong focus on specific skills.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Cathy Reynolds	Principal
Daria Rubin	Reading Coach
Audrey Woloshin	SAI
Annie Miller	5th grade teacher
Christine Wise	4th grade teacher
Geina Roti	3rd grade teacher
Jill Quiggin	2nd grade teacher
Kristen Kapela	1st grade teacher
Susan Rich	Kindergarten teacher
Natalie Cromwell	Assistant Principal
Sally Smollar	Media Specialist

### **How the school-based LLT functions**

Members of the LLT will attend the literacy cohort meetings to gain information and knowledge that will then be shared with other colleagues regarding balanced literacy.  
The LLT will meet monthly to determine any concerns or questions that teachers may have.

### **Major initiatives of the LLT**

To help implement the balanced literacy strategies and structures into the 90 minute reading block.

To implement and follow through with the Reading Counts program school wide.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Each teacher will provide students with an uninterrupted 90 minute reading block consisting of interactive read-a-loud, minilesson, independent reading, shared reading, and word study, all components of balanced literacy.

All classrooms have a multi-leveled classroom library that allows students to read independently on their level.

Teachers will be able to have lessons and strategies modeled by the reading coach, in order to ensure a complete understanding of how to reach all students.

Teachers will be provided opportunities to attend professional development trainings and workshops regarding topics that are relevant to their teaching.

The district is providing monthly support to reading teachers with the implementation of balanced literacy into their classrooms.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Plumosa provides various services and support to facilitate the transition from preschool to kindergarten. Kindergarten registration and roundup was held in May 2013, 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 the necessary assessments that are needed for the beginning of the year.

The students were then evaluated and placed in the appropriate classes for the upcoming school year.

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.

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**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	51%	Yes	50%
American Indian				
Asian				
Black/African American	34%	35%	Yes	41%
Hispanic	48%	62%	Yes	53%
White	81%	82%	Yes	83%
English language learners	36%	36%	Yes	42%
Students with disabilities	24%	27%	Yes	32%
Economically disadvantaged	38%	41%	Yes	45%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	22%	50%
Students scoring at or above Achievement Level 4	60	27%	50%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	164	74%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	23	58%	75%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	36	42%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	13%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	18%	30%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	47	64%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	60%	Yes	54%
American Indian				
Asian				
Black/African American	40%	44%	Yes	46%
Hispanic	56%	70%	Yes	60%
White	68%	89%	Yes	71%
English language learners	38%	50%	Yes	45%
Students with disabilities	53%	47%	No	58%
Economically disadvantaged	43%	49%	Yes	49%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	27%	
Students scoring at or above Achievement Level 4	69	31%	

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	190	86%	90%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	71%	80%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	26%	
Students scoring at or above Achievement Level 4	17	21%	

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Area 8: Early Warning Systems**



**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	2%	4%
Students retained, pursuant to s. 1008.25, F.S.	8	1%	0%
Students who are not proficient in reading by third grade	35	46%	25%
Students who receive two or more behavior referrals	46	8%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	47	8%	5%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent volunteer hours	81	25%	30%
Increase participation at school events	81	25%	30%
SAC participation	81	25%	30%
PTA membership	81	25%	30%

**Area 10: Additional Targets**

**Additional targets for the school**

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't Contributions
- Sacrifices of Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Plumosa teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)		100%	100%

## Goals Summary

- G1.** Increase the number of students in proficiency and learning gains.
- G2.** To have students be proficient in writing by implementing the district writing initiative.
- G3.** To increase reading proficiency across all grades.
- G4.** To increase reading learning gains in grades 4 and 5.

## Goals Detail

### G1. Increase the number of students in proficiency and learning gains.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

#### Resources Available to Support the Goal

- Use of manipulatives
- Technology: VMATH, GIZMOS, COREK12, FCAT Explorer, Fast Math
- Ipads

#### Targeted Barriers to Achieving the Goal

- Limited Knowledge of math concepts

### Plan to Monitor Progress Toward the Goal

Increase math concept knowledge

#### Person or Persons Responsible

Adminstration

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Student Data

**G2. To have students be proficient in writing by implementing the district writing initiative.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Lucy Calkins Units of Study
- Words Their Way

**Targeted Barriers to Achieving the Goal**

- Limited Vocabulary and Language Barrier

**Plan to Monitor Progress Toward the Goal**

Increased oral language

**Person or Persons Responsible**

Admin, reading coach, LTF

**Target Dates or Schedule:**

Until Feb. 2014

**Evidence of Completion:**

Student data

**G3. To increase reading proficiency across all grades.**

**Targets Supported**

**Resources Available to Support the Goal**

- Wilson Foundations (K-2)
- SAI
- Words Their Ways (3-5)
- Tutorial

**Targeted Barriers to Achieving the Goal**

- Non-differentiated instruction for Foundations
- Not all students can attend SAI
- No teachers are trained in Words Their Way

## Plan to Monitor Progress Toward the Goal

Use of Words Their Way in the classroom

### Person or Persons Responsible

SBT, Admin, Reading Coach

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Student data

## G4. To increase reading learning gains in grades 4 and 5.

### Targets Supported

### Resources Available to Support the Goal

- Leveled Literacy Intervention, during iii
- After school tutoring using Florida Coach
- Technology-Reading Counts and CORE K12

### Targeted Barriers to Achieving the Goal

- Number of non-proficient students that we are beginning with.
- Not all teachers are trained LLI
- Students are not able to attend tutoring due to transportation issues

## Plan to Monitor Progress Toward the Goal

increase proficiency using just right books

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

throughout the year

### Evidence of Completion:

Student data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the number of students in proficiency and learning gains.

**G1.B1** Limited Knowledge of math concepts

**G1.B1.S1** Math instruction will be no less than 60 minutes a day and grades 3-5 will be offered after school tutoring.

#### Action Step 1

Increase math concept knowledge

#### Person or Persons Responsible

Math teachers in grades K-5

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Classroom observation

#### Plan to Monitor Fidelity of Implementation of G1.B1.S1

Increase math concept knowledge

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

classroom observation and master schedule

## Plan to Monitor Effectiveness of G1.B1.S1

Increase math concept knowledge

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom Observation

**G2.** To have students be proficient in writing by implementing the district writing initiative.

## G2.B1 Limited Vocabulary and Language Barrier

**G2.B1.S1** To increase vocabulary and oral language

### Action Step 1

To increase vocabulary and oral language

### Person or Persons Responsible

4th grade writing teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classroom Evaluation

### Facilitator:

District

### Participants:

4th grade writing teachers

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

Increase oral language vocabulary

**Person or Persons Responsible**

Admin and Reading Coach

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Classroom Observation

### Plan to Monitor Effectiveness of G2.B1.S1

Increase oral language

**Person or Persons Responsible**

admin and reading coach

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

classroom observations

**G3.** To increase reading proficiency across all grades.

**G3.B1** Non-differentiated instruction for Foundations

**G3.B1.S1** Foundations will only be used by students who are in the Rtl process

**Action Step 1**

Differentiated use of Foundations

**Person or Persons Responsible**

K-2 teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

classroom observation

**Facilitator:**

District

**Participants:**

K-2 Teachers

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Differentiated use of Foundations

**Person or Persons Responsible**

SBT, Admin, Reading Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom observation and SBT meetings and review



## Plan to Monitor Effectiveness of G3.B1.S1

Differentiated use of Foundations

### Person or Persons Responsible

SBT, Admin, Reading Coach

### Target Dates or Schedule

Monthly through SBT rotation

### Evidence of Completion

Classroom observation

## G3.B2 Not all students can attend SAI

### G3.B2.S1 To use the LLI program in the classroom during iii time

#### Action Step 1

Not enough students in SAI so teachers need to use LLI during iii

#### Person or Persons Responsible

All reading teachers trained in LLI

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Classroom observation

#### Facilitator:

District

#### Participants:

Reading Teachers

### Plan to Monitor Fidelity of Implementation of G3.B2.S1

Not all students can attend SAI so LLI should be used during iii

**Person or Persons Responsible**

Admin and Reading Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom Observation

### Plan to Monitor Effectiveness of G3.B2.S1

Not all students are in SAI so teachers need to use LLI during iii time

**Person or Persons Responsible**

Admin and reading coach

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

classroom observation

**G3.B3** No teachers are trained in Words Their Way

**G3.B3.S1** Teachers will be trained in Words Their Way

**Action Step 1**

Teachers will be trained in Words Their Way

**Person or Persons Responsible**

3-5 Reading Teachers

**Target Dates or Schedule**

October 18, 2013

**Evidence of Completion**

Classroom observation

**Facilitator:**

District

**Participants:**

3-5 reading Teachers

**Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Use of Words Their Way in classrooms

**Person or Persons Responsible**

Admin and Reading Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom Observation

### Plan to Monitor Effectiveness of G3.B3.S1

Use of Words Their Way in the Classroom

**Person or Persons Responsible**

admin and reading coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom Observation

### G4. To increase reading learning gains in grades 4 and 5.

#### G4.B1 Number of non-proficient students that we are beginning with.

##### G4.B1.S1 To provide teachers with more leveled just right books.

**Action Step 1**

Just right books to increase proficiency

**Person or Persons Responsible**

All 4th and 5th reading teachers

**Target Dates or Schedule**

TBD

**Evidence of Completion**

classroom observation

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

increase proficiency

**Person or Persons Responsible**

Administration and Reading Coach

**Target Dates or Schedule**

Classroom walk throughs

**Evidence of Completion**

Classroom observation

## Plan to Monitor Effectiveness of G4.B1.S1

Increase proficiency by using just right books

### Person or Persons Responsible

Admin and Reading Coach

### Target Dates or Schedule

Classroom walk throughs over the course of the year

### Evidence of Completion

Classroom observation

## G4.B2 Not all teachers are trained LLI

### G4.B2.S1 Teachers will attend district LLI training

#### Action Step 1

Teachers to become LLI trained

#### Person or Persons Responsible

4th and 5th grade reading teachers

#### Target Dates or Schedule

TBD

#### Evidence of Completion

Classroom observation

#### Facilitator:

District training

#### Participants:

4th and 5th reading teachers

### Plan to Monitor Fidelity of Implementation of G4.B2.S1

Use of LLI

**Person or Persons Responsible**

Admin and reading coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom Observation

### Plan to Monitor Effectiveness of G4.B2.S1

Use of LLI

**Person or Persons Responsible**

admin and reading coach

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

classroom observation

### G4.B3 Students are not able to attend tutoring due to transportation issues

#### G4.B3.S1 To contact transportation and area after school programs to pick up students at 4:00

**Action Step 1**

Students can not attend after school tutoring due to transportation

**Person or Persons Responsible**

Levels 1 and 2 in grades 3-5

**Target Dates or Schedule**

After school October 2013-April 2014

**Evidence of Completion**

Student attendance

### Plan to Monitor Fidelity of Implementation of G4.B3.S1

Students can not attend after school tutoring due to transportation

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Daily attendance

**Evidence of Completion**

Ongoing

### Plan to Monitor Effectiveness of G4.B3.S1

To follow up with transportation and area school programs to pick up students.

**Person or Persons Responsible**

Adminstration

**Target Dates or Schedule**

City of Delray town hall meeting

**Evidence of Completion**

ongoing

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title 1

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. A SAI teacher was purchased provide small group instruction to students requiring remediation services. Title 1 funds provide after school tutors for students who have not met proficiency in Reading and Math. 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 teachers and supplies for parent workshops activities, throughout the school year.

#### Title II

Plumosa receives an LTF from the district. The LTF will provide professional development to all teachers in the following areas but not limited to: data analysis differentiated instruction, CCSS NGSS, blended curriculum, scales and rubrics, unpacking standards, lesson study lesson development, assessments, literacy labsite study, CPALMS.

#### Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Two language facilitators are present to translate information and all materials are available in English, Spanish and Creole.

#### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction teachers provide reading instruction both remedial and as an intervention to students who have not met proficiency in diagnostic and or are below level in RRR

#### 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 the STAR traits by classroom teachers throughout the day and use agendas daily to track their citizenship on a school wide scale of 1-4. Students who consistently show good citizenship are rewarded both individually and as a group. Outside agencies provide support throughout the school year provide presentations to small groups and also school wide assemblies, agencies include Palm Beach County School Police, Delray Beach Police Department, Kids n' Cops, The NED show, and Stomp the Bullying program.

#### Nutrition Programs

Plumosa is designated a Breakfast for All School, providing free breakfast daily to all students in addition to the 77% 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..

Plumosa has additional outside agencies that provide a wide range of support for our students including the following:

Ocean Optics - eye exams for low income families

Kids 4 Life- Clothing

Chrysalis Center - Mental Health counseling services

Youth Services- Mental Health services

Girls Scouts/ Boy Scouts- Development of social skills and community services

Family First-Mental Health services

Multicultural - Mental Health services and family support

DCF- Medicaid, family support

Hospice- Grief counseling

South County Mental Health- Mental Health services



WPB Family Shelter- clothing and housing  
Heritage Academy - School supplies  
Plumosa Foundation - funds to support the Arts

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** To have students be proficient in writing by implementing the district writing initiative.

**G2.B1** Limited Vocabulary and Language Barrier

**G2.B1.S1** To increase vocabulary and oral language

### PD Opportunity 1

To increase vocabulary and oral language

#### Facilitator

District

#### Participants

4th grade writing teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom Evaluation

**G3.** To increase reading proficiency across all grades.

**G3.B1** Non-differentiated instruction for Foundations

**G3.B1.S1** Foundations will only be used by students who are in the Rtl process

**PD Opportunity 1**

Differentiated use of Foundations

**Facilitator**

District

**Participants**

K-2 Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

classroom observation

**G3.B2** Not all students can attend SAI

**G3.B2.S1** To use the LLI program in the classroom during iii time

**PD Opportunity 1**

Not enough students in SAI so teachers need to use LLI during iii

**Facilitator**

District

**Participants**

Reading Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom observation

**G3.B3** No teachers are trained in Words Their Way

**G3.B3.S1** Teachers will be trained in Words Their Way

**PD Opportunity 1**

Teachers will be trained in Words Their Way

**Facilitator**

District

**Participants**

3-5 reading Teachers

**Target Dates or Schedule**

October 18, 2013

**Evidence of Completion**

Classroom observation

**G4.** To increase reading learning gains in grades 4 and 5.

**G4.B2** Not all teachers are trained LLI

**G4.B2.S1** Teachers will attend district LLI training

**PD Opportunity 1**

Teachers to become LLI trained

**Facilitator**

District training

**Participants**

4th and 5th reading teachers

**Target Dates or Schedule**

TBD

**Evidence of Completion**

Classroom observation

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	To have students be proficient in writing by implementing the district writing initiative.	\$1,000
G3.	To increase reading proficiency across all grades.	\$14,000
G4.	To increase reading learning gains in grades 4 and 5.	\$5,000
Total		\$20,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
Title 1	\$6,000	\$14,000	\$20,000
Total	\$6,000	\$14,000	\$20,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G2.** To have students be proficient in writing by implementing the district writing initiative.

**G2.B1** Limited Vocabulary and Language Barrier

**G2.B1.S1** To increase vocabulary and oral language

#### **Action Step 1**

To increase vocabulary and oral language

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Post it notes, chart paper, journals, pens, highlighters, ink.

#### **Funding Source**

Title 1

#### **Amount Needed**

\$1,000

**G3.** To increase reading proficiency across all grades.

**G3.B1** Non-differentiated instruction for Foundations

**G3.B1.S1** Foundations will only be used by students who are in the Rtl process

**Action Step 1**

Differentiated use of Foundations

**Resource Type**

Evidence-Based Program

**Resource**

Phonics program Fountas and Pinnell Words Their Way

**Funding Source**

Title 1

**Amount Needed**

\$4,000

**G3.B2** Not all students can attend SAI

**G3.B2.S1** To use the LLI program in the classroom during iii time

**Action Step 1**

Not enough students in SAI so teachers need to use LLI during iii

**Resource Type**

Evidence-Based Program

**Resource**

LLI materials

**Funding Source**

Title 1

**Amount Needed**

\$10,000

**G4.** To increase reading learning gains in grades 4 and 5.

**G4.B1** Number of non-proficient students that we are beginning with.

**G4.B1.S1** To provide teachers with more leveled just right books.

**Action Step 1**

Just right books to increase proficiency

**Resource Type**

Evidence-Based Materials

**Resource**

Leveled Books for classroom libraries

**Funding Source**

Title 1

**Amount Needed**

\$5,000