Plumosa School Of The Arts

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	C*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Permenter, Kisa	Assistant Principal

Duties

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

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

Early Warning Systems

Year 2017-18

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	17	12	12	16	9	13	0	0	0	0	0	0	0	79
One or more suspensions	0	2	5	9	3	2	0	0	0	0	0	0	0	21
Course failure in ELA or Math	24	33	38	78	30	47	0	0	0	0	0	0	0	250
Level 1 on statewide assessment	0	0	0	48	28	38	0	0	0	0	0	0	0	114

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	9	8	10	56	25	35	0	0	0	0	0	0	0	143

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	1	10	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	0	1	0	13	0	0	0	0	0	0	0	0	0	14

Date this data was collected
Thursday 8/30/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA proficiency (achievement) in 3rd grade is the lowest performing within the proficiency area of ELA every year. As a subgroup, our SWDs have the lowest ELA Achievement at 21%.

Which data component showed the greatest decline from prior year?

ELA proficiency in 5th grade declined the most from 54% to 44%, a decline -10%.

Which data component had the biggest gap when compared to the state average?

The Science Achievement gap between the school, at 41% and the State at 55% is -14%.
ELA 5th grade Proficiency Achievement gap between the school and the District is -17%

Which data component showed the most improvement? Is this a trend?

Math Lowest 25% improved 25% from 2017-2018.
The gap between the school and the state in math learning gains also lessened, with school at 61% and state at 59%. 2017 school math learning gains were at 44%, state at 61%.

Describe the actions or changes that led to the improvement in this area.

Common instructional framework and vetted instructional material.
Planning and data analysis in weekly PLCs and common planning
Differentiated small group instruction in all class rooms.
Additional instructional support was provided in all math classrooms.
Math after-school and Saturday tutorial differentiated with aligned instructional materials. Focus calendars for tutorial created.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	53%	55%	60%	42%	44%	55%
ELA Learning Gains	63%	56%	57%	56%	52%	54%
ELA Lowest 25th Percentile	67%	51%	52%	49%	49%	49%
Math Achievement	55%	52%	61%	44%	43%	56%
Math Learning Gains	61%	54%	58%	45%	47%	54%
Math Lowest 25th Percentile	55%	49%	52%	36%	42%	48%
Science Achievement	41%	49%	57%	38%	37%	52%
Social Studies Achievement	0%	72%	77%	0%	66%	72%

EWS Indicators as Input Earlier in the Survey										
Indicator	**Grade Level (prior year reported)**									**Total**
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	17 (10)	12 (18)	12 (13)	16 (10)	9 (12)	13 (12)	0 (0)	0 (0)	0 (0)	79 (75)
One or more suspensions	0 (6)	2 (4)	5 (4)	9 (8)	3 (11)	2 (11)	0 (0)	0 (0)	0 (0)	21 (44)
Course failure in ELA or Math	24 (31)	33 (47)	38 (50)	78 (60)	30 (57)	47 (49)	0 (0)	0 (0)	0 (0)	250 (294)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	48 (42)	28 (48)	38 (50)	0 (0)	0 (0)	0 (0)	114 (140)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	49%	56%	-7%	57%	-8%	
	2017	44%	54%	-10%	58%	-14%	
Same Grade Comparison		5%					
Cohort Comparison							
04	2018	66%	58%	8%	56%	10%	
	2017	49%	57%	-8%	56%	-7%	
Same Grade Comparison		17%					
Cohort Comparison		22%					
05	2018	42%	59%	-17%	55%	-13%	
	2017	54%	52%	2%	53%	1%	
Same Grade Comparison		-12%					
Cohort Comparison		-7%					
06	2018						
	2017						
Cohort Comparison		-54%					
07	2018						

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	50%	63%	-13%	62%	-12%
	2017	44%	62%	-18%	62%	-18%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	49%	63%	-14%	62%	-13%
	2017	46%	64%	-18%	64%	-18%
Same Grade Comparison		3%				
Cohort Comparison		5%				
05	2018	60%	66%	-6%	61%	-1%
	2017	41%	61%	-20%	57%	-16%
Same Grade Comparison		19%				
Cohort Comparison		14%				
06	2018	0%	56%	-56%	52%	-52%
	2017					
Cohort Comparison		-41%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	38%	56%	-18%	55%	-17%
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	50	56	28	46	47	17				
ELL	40	73	72	51	55	50					
BLK	39	59	65	42	61	61	25				
HSP	77	75		70	58		70				
WHT	82	57		80	60		64				
FRL	48	61	66	49	59	54	36				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	34	48	23	34	23	22				
ELL	23	34	44	37	50	42	27				
BLK	34	47	49	28	35	31	20				
HSP	65	72		69	60		80				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	86	71		73	57		81				
FRL	41	51	50	37	42	33	37				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	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.
Rationale	FY18 FSA ELA Achievement Level- Grade 3 49%, a 5.3% increase from FY17. To ensure fidelity of balanced literacy implementation, teachers require additional support in elevating the rigor and fidelity of language arts instruction. Due to a large number of students that enter grade 3 below reading level and require interventions, instructional programming must be customized to meet the individual needs , strengths, interests, and aspirations of each student. In Addition Plumosa School of the Arts will infuse the content required by Florida Statue 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 Africans Americans Hispanic Contributions Women's Contributions Sacrifices of Veterans
Intended Outcome	To increase on grade reading level by the end of 3rd grade. FY19 ELA Achievement Level- Grade 3 Target 55%
Point Person	Catherine Reynolds (cathy.reynolds@palmbeachschools.org)
Action Step	
Description	Reading Coach to provide training and support in and outside of the classroom through the coaching cycle. SAI teachers will provide interventions outside the 90 minute block, to identified students. Academic tutors will provide additional support to identified students in reading. Single School Culture Coordinator to support teachers with analyzing data, unpacking/examining standards, honing instructional practices, building instructional capacity, and assisting teachers with creating a positive classroom environment. Time provided in Common Planning and PLCs to allow teachers to collaborate and share research based strategies for instruction. Teachers will use District provided adaptive technology. After school and Saturday tutorial to begin in October. District instructional support will provide ongoing PD to teachers.
Person Responsible	Catherine Reynolds (cathy.reynolds@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Administration and coaches will monitor for fidelity and effectiveness through PLC notes, Common Planning notes, FSQ/USA/RRR data, SAI class roster, schedules, lesson plans, reading coach schedule, SSCC log, and after school/Sat tutorial attendance.
Person Responsible	Kisa Permenter (kisa.harley-permenter@palmbeachschools.org)

Activity #2	
Title	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.
Rationale	Math School Achievement Level FY18 55% compared to State at 62%, a difference of -7%. Science Achievement Level FY18- Grade 5 at 41% compared to FY17 at 49%, a decline of -8%. Students entering grade level lack foundational and background knowledge from prior years. Students are more likely to achieve grade level expectations when instruction is differentiated in order to meet students needs; and activities are stimulating/relevant. Teachers should have the opportunity to collaborate in multiple settings to develop a stronger understanding of standards, rigor, data driven instruction, classroom climate, and best practices. To deepen an understanding of standards and create a shared responsibility, teachers will participate in job embedded PD. Parental support/involvement is a major factor in raising student achievement. 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.
Intended Outcome	To ensure high school readiness FY19 Science Achievement Level Grade 5 target is 46% and school wide Math Achievement Level FY19 target is 60%.
Point Person	Catherine Reynolds (cathy.reynolds@palmbeachschools.org)
Action Step	
Description	Implement AVID in Grades 4 and 5. Teachers to attend ongoing AVID PD training throughout the year. Teachers will attend 60 minute PLC meetings and will participate in common planning as an extension of their PLC. Infuse STEAM activities to provide hands on cross curricular opportunities. After school and Saturday tutorial programs to support identified students in building and refining core content knowledge. Students will have opportunities to participate in in-school field trips to enrich instruction by providing real world application. Parents will have the opportunity to learn strategies and complete hands on activities to assist in building student skills during Parent Academy Nights and Parent AVID Nights. Parents will engage in math and science educational strategies through STEAM Night in partnership with the science museum.
Person Responsible	Catherine Reynolds (cathy.reynolds@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Administration, SSCC, and coaches will monitor effectiveness through daily and weekly observations, FSQ/USA/RRR data, Leadership Team meeting notes, PLC sign in/agendas, common planning notes/sign in sheet, lesson plans indicating STEM activities and AVID strategies. Tutoring will be monitored by tutorial schedule, student groups, tutorial packets with teacher time sheets, student sign ins each day on time sheet and lesson plans for each day on time sheet, student invitation letters, and budget planner. To monitor parental involvement effectiveness we will use consultant contracts, invitations, sign ins, parent evaluations and feedback, handouts/presentations and other items showing interactive training. TDEs and agendas will be utilized for PD.
Person Responsible	Kisa Permenter (kisa.harley-permenter@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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/binders, request parent conferences, send flyers home, parent link regarding school information.

PFEP Link

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

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
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
Listen to Children-provide listeners (Mental Health Association)
Mentor Lunch
Abbey's Angels
Faulk Center for Counseling- On site small group counseling
Young Dentistry
AVID
Character Education (K-2)
Student Counsel (Intermediate)

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.

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.

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

Parents will attend a curriculum night and how to help support their child both at home and at school.

Plumosa has become an AVID school, implementing AVID strategies in 4th and 5th grade. AVID will focus our teachers and our students on setting goals that include preparation for college and career readiness.

Plumosa 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.

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

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. A Single School Culture Coordinator (SSCC) was purchased to provide teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards, provide coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. The SSCC also applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process as well as assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture.

Title 1 funds will provide funds to support afterschool tutorial programs and Saturday tutorial programs to include teachers, supplies and transportation.

Title 1 funds will be used to provide a full time academic tutor assigned to work with targeted students, 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/math 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/binders 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
Additional outside agencies:
Ocean Optics
Kids 4 Life-
Chrysalis Center
Youth Services
Family First
DCF-family support, Medicaid
Hospice-grief counseling
South County Mental Health
WPB Family Shelter
Plumosa Foundation
Literacy Coalition
One Love One Community
One Sight Vision
Rack Room Shoes
Listen to Children
Faulk Center
McKinney-Vento-school liaison

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

Implementation of AVID in grades 4 and 5. Infusion of conversations regarding college and career aspirations occur in the classroom settings as well as during monthly mentor lunches.

Part V: Budget

Total:	**$1,196.00**