Plumosa School Of The Arts

2019-20 Schoolwide Improvement Plan

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Plumosa School Of The Arts

2501 SEACREST BLVD, Delray Beach, FL 33444

https://pmse.palmbeachschools.org

Demographics

Principal: Ronda Smith

Start Date for this Principal: 9/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: B (56%) 2016-17: C (47%) 2015-16: C (44%) 2014-15: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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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	Job Duties and Responsibilities
Reynolds, Catherine	Principal	Instructional Leader, master schedule, safety, discipline, Iobservation, facilities, lesson plans, professional development, School Improvement, non instructional staff, school based team, SwPBS, threat assessment team
Lawson, Cynthia	Other	Instructional Leader, Professional Learning Communities, Testing, SBT, SwPBS internal coach, SIS, Report Cards, GradeBook, Report Cards, 504, outside community agencies relationships, lowest 25%, FBS.
Duggan-Anderson, Jeannette	Assistant Principal	Instructional Leader, iobservation, discipline, safety, supervision, cafeteria, testing, transportation, Title I, ESP, SIP, textbooks, instructional materials, threat assessment team

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	110	96	129	130	103	0	0	0	0	0	0	0	672
Attendance below 90 percent	21	13	12	22	15	14	0	0	0	0	0	0	0	97
One or more suspensions	3	5	8	20	11	3	0	0	0	0	0	0	0	50
Course failure in ELA or Math	31	31	41	63	37	45	0	0	0	0	0	0	0	248
Level 1 on statewide assessment	0	0	0	44	40	45	0	0	0	0	0	0	0	129

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	13	4	16	51	29	40	0	0	0	0	0	0	0	153

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	3	4	10	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
58

Date this data was collected or last updated
Friday 9/20/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	8	10	56	25	35	0	0	0	0	0	0	0	143

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	8	10	56	25	35	0	0	0	0	0	0	0	143

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	56%	61%	51%	46%	57%
ELA Learning Gains	57%	58%	59%	56%	52%	57%
ELA Lowest 25th Percentile	54%	55%	54%	50%	50%	51%
Math Achievement	56%	53%	62%	46%	43%	58%
Math Learning Gains	55%	55%	59%	44%	48%	56%
Math Lowest 25th Percentile	40%	52%	52%	30%	47%	50%
Science Achievement	34%	45%	56%	49%	41%	53%
Social Studies Achievement	0%	75%	78%	0%	67%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	104 (0)	110 (0)	96 (0)	129 (0)	130 (0)	103 (0)	0 (0)	0 (0)	0 (0)	672 (0)
Attendance below 90 percent	21 (17)	13 (12)	12 (12)	22 (16)	15 (9)	14 (13)	0 (0)	0 (0)	0 (0)	97 (79)
One or more suspensions	3 (0)	5 (2)	8 (5)	20 (9)	11 (3)	3 (2)	0 (0)	0 (0)	0 (0)	50 (21)
Course failure in ELA or Math	31 (24)	31 (33)	41 (38)	63 (78)	37 (30)	45 (47)	0 (0)	0 (0)	0 (0)	248 (250)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	44 (48)	40 (28)	45 (38)	0 (0)	0 (0)	0 (0)	129 (114)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	47%	54%	-7%	58%	-11%
	2018	49%	56%	-7%	57%	-8%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	55%	62%	-7%	58%	-3%
	2018	66%	58%	8%	56%	10%
Same Grade Comparison		-11%				
Cohort Comparison		6%				
05	2019	59%	59%	0%	56%	3%
	2018	42%	59%	-17%	55%	-13%
Same Grade Comparison		17%				
Cohort Comparison		-7%				
06	2019					
	2018					
Cohort Comparison		-42%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	55%	65%	-10%	62%	-7%
	2018	50%	63%	-13%	62%	-12%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	50%	67%	-17%	64%	-14%
	2018	49%	63%	-14%	62%	-13%
Same Grade Comparison		1%				
Cohort Comparison		0%				
05	2019	56%	65%	-9%	60%	-4%
	2018	60%	66%	-6%	61%	-1%
Same Grade Comparison		-4%				
Cohort Comparison		7%				
06	2019					
	2018	0%	56%	-56%	52%	-52%
Cohort Comparison		-60%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	32%	51%	-19%	53%	-21%
	2018	38%	56%	-18%	55%	-17%
Same Grade Comparison		-6%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-38%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	19	50	58	24	50	61					
ELL	37	49	55	37	33	33	17				
BLK	42	51	55	43	53	40	24				
HSP	72	73		70	51		50				
MUL	50			90							
WHT	89	74		86	62		56				
FRL	49	55	54	51	56	42	28				

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				
WHT	86	71		73	57		81				
FRL	41	51	50	37	42	33	37				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

3rd grade ELA Achievement has been consistently the lowest performing Grade Level group. The decline in 3rd grade ELA Achievement (proficiency) ranks us below both District and State percentages.
In 2018, 3rd grade ELA achievement, Level 3+ was 49%, and in 2019 47%.
Science Achievement has been consistently the lowest performing achievement area at 34% Level 3+ in 2019. It was 41% in 2018, a decline of -7%. Science scores continue to decline as a result of limited time for science instruction, science planning, and test prep materials.
SWD are consistently the lowest performing subgroup in ELA Achievement at 19% Level 3+ in 2019, a slight decline of -2% from 2018, at 21%.
SWD are also consistently the lowest performing subgroup in Math Achievement at 24% Level 3+ in 2019, a slight decline of -4% from 2018, at 28%.
SWD subgroup tends to be the lowest performing as a result of ESE support is limited and grade level text provides challenges.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Lowest 25th Percentile declined -15%, from 55% in 2018 to 40% in 2019.
ELA Lowest 25th Percentile declined -13%, from 67% in 2018 to 54% in 2019.
Many of the lowest 25% students are our students with disabilities. Additionally, many of low 25% are students who have less than two years attendance at Plumosa SOA, therefore have not had consistent ESE support.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science Achievement gap between the school at 34% and the state, at 53% is -19%. Science raw data gap between the school and the District is -19% for students in 5th grade, with the raw school performance at 32% and the District average at 51%. Science scores continue to decline as a result of limited time for science instruction, science planning, and test prep materials.
Math Lowest 25th Percentile gap between the school at 40% and the state, at 51% is -11%.

Many of the lowest 25% students are our students with disabilities. Additionally, many of low 25% are students who have less than two years attendance at Plumosa SOA, therefore have not had consistent ESE support.

Which data component showed the most improvement? What new actions did your school take in this area?

The ELA Achievement improved slightly from 53% in 2018 to 55% in 2019. More specifically the raw data shows an improvement in 5th grade ELA from 42% Level 3+ in 2018, to 59% in 2019, an increase of 17%. 5th grade ELA teachers modified their core instruction to use vetted materials: collaborated with coach, support staff to provide more effective focused standards-based instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern would be that 153 of our students in grades K-5 have two or more early warning indicators.
Another area of concern would be the slight increase from the number of students who scored a Level 1 on the statewide assessment. In 2018, 114 students scored a Level and in 2019 129 students scored a level, an increase of 15 students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase performance in ELA for our students in the Lowest 25th percentile
2. Increase performance in Math for our students in the Lowest 25th percentile
3. Increase Science Achievement in Grade 5
4. Increase ELA Achievement with our SWD subgroup
5. Increase Math Achievement with our SWD subgroup

Part III: Planning for Improvement

Areas of Focus:

#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	FY19 FSA ELA Achievement Level- Grade 3 47%, a slight 2% decrease from FY18 49%. 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.
State the measurable outcome the school plans to achieve	Our measurable goal for FY20 is to increase on grade reading level by the end of 3rd grade. FY20 ELA Achievement Level- Grade 3 Target 53%
Person responsible for monitoring outcome	Catherine Reynolds (cathy.reynolds@palmbeachschools.org)
Evidence-based Strategy	1. Differentiated small group instruction within all ELA classrooms 2. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; IREADY to build content knowledge in ELA. 3. ELA teachers will engage in standards-based instructional planning during Professional Learning Communities (PLC)- (1) What do students need to know and understand? (2) How do we teach effectively to ensure all students are learning? (3) How do we know students are learning? (4) What do we when students are not learning or reaching mastery? (5) Teachers will analyze standards and Test Item Specifications during the planning process.
Rationale for Evidence-based Strategy	1. Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Evidence has demonstrated that ongoing observation of students, combined with systematic assessment enables teachers to support and enhance student learning by an increase in the number of students with successful outcomes. 2. IREADY offers lessons that are uniquely designed to meet the needs of classrooms with a diverse mix of student abilities and needs: with engaging nonfiction and fiction content scaffolds, and linguistic supports for struggling readers and English language learners, and pro accelerates learning gains and empowers all students to build critical college and career literacy skills. 3. Standards-Based teaching ensures better accountability-holding teachers and schools responsible for what goes on in classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment, and helps keep them on track.
Action Step	
Description	1. Reading Coach to provide training and support in and outside of classroom through the coaching cycle 2. SAI teachers will provide interventions outside the 90 minute block, to identified students. 3. Single School Culture Coordinator to support teachers with analyzing data, examining standards, honing instructional practices, building instructional capacity, and assisting

teaches with creating a positive classroom environment.

4. Time provided in PLCs and Common Planning to allow teachers to collaborate and share research based strategies for instruction. District instructional support will provide ongoing PD to teachers through these channels.

5. After school tutorial, Saturday tutorial, Project Uplift, and 21st CCLC to begin in October.

6. Monitoring will occur for the above actions steps by school leadership and coaches reviewing lesson plans, data analysis, and conducting walk-throughs during the instructional block.

Person Responsible   Catherine Reynolds (cathy.reynolds@palmbeachschools.org)

#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	Science 5th grade Achievement Level FY19 34% compared to State at 53%. a difference of -19%. 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 student 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.
State the measurable outcome the school plans to achieve	Our measurable goal for FY20 is to ensure high school readiness. FY20 Science Achievement Level Grade 5 target goal is 41%.
Person responsible for monitoring outcome	Catherine Reynolds (cathy.reynolds@palmbeachschools.org)
Evidence-based Strategy	1. Science teachers will implement with fidelity a focused curriculum (1) PBC STEM Scopes (2) J and J Science Bootcamp (3) AVID strategies 2. Science teachers will engage in standards-based instructional planning during Professional Learning Communities (PLC)- (1) What do students need to know and understand? (2) How do we teach effectively to ensure all students are learning? (3) How do we know students are learning? (4) What do we when students are not learning or reaching mastery? (5) Teachers will analyze standards and Test Item Specifications during the planning process. 3. Students will be remediated and enriched through digital and blended learning opportunities using technology; ThinkCentral to build content knowledge in science.
Rationale for Evidence-based Strategy	1. STEM Scopes deepens students' knowledge with authentic cross-curricular connections. STEM Scope curriculum is engaging for students and specifically addresses our NGSS standards. J and J Science Bootcamp is made up of several resources that help students comprehend concepts related to our NGSS standards. There are weekly hands on experiments that will increase student knowledge. AVID strategies (WICOR) provide intensive hands on and mind on activities focusing on rigorous instruction for all students. 2. Standards-Based teaching ensures better accountability-holding teachers and schools responsible for what goes on in classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment, and helps keep them on track. 3. ThinkCentral offers lessons that are designed to meet the needs of science classrooms ThinkCentral allows teachers to address the FairGame Benchmarks in a digital platform.
Action Step	

Description	1. Implement AVID in Grade 5. Teachers to attend ongoing AVID PD training throughout the year, focusing on strategies that can enhance student learning.
	2. Teachers will attend 60 minute PLC meetings and will participate in common planning as an extension of their PLC.
	3. Infuse STEAM and STEM activities to provide hands on cross curricular learning opportunities.
	4. After School tutorial, Saturday tutorial, Project Uplift, and 21st CCLC programs to support identified students in building and refining core content knowledge.
	5. 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 science educational strategies through STEAM Night in partnership with the science museum.
	6. Monitoring will occur for the above actions steps by school leadership and coaches reviewing lesson plans, data analysis, and conducting walk-throughs during the instructional block.
Person Responsible	Catherine Reynolds (cathy.reynolds@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida Statue 1003.42 continue to develop single school culture and appreciation of multicultural in alignment to S.B. Policy 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

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

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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, and SIS Parent Gateway.

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.

District Mental Health Specialist
Ocean Optics-eye exams for low income families
Heiken Vision
One Sight Vision
Kids 4 Life- Clothing
Chrysalis Program-Mental Health Services
CAPE Team- Mental/Behavioral Health District Support Services
Kids n' Cops- field trips, food for Thanksgiving, gift 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 Monday Lunch
Faulk Center for Counseling- On Site small group counseling
Young Dentistry
AVID
Character Education(K-2)
Student Counsel (Intermediate)
Safe Schools Ambassadors

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 3rd-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.

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

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.

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.

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 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 3, 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: 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				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0871 - Plumosa School Of The Arts	Title, I Part A	0.5	$0.00
			Notes: .5 Reading Coach will support identified teachers in grades K-5 in developing content and pedagogical skills through the implementation of the coaching cycle (unmatched).			
	5100	130-Other Certified Instructional Personnel	0871 - Plumosa School Of The Arts	Title, I Part A	1.0	$0.00
			Notes: SAI Resource Teacher will provide pull-out literacy instruction to small groups of grades 2-5 using LLI and other interventions.			
	5100	130-Other Certified Instructional Personnel	0871 - Plumosa School Of The Arts	Title, I Part A	1.0	$0.00
			Notes: SSCC will assist teachers in developing targeted intervention lessons and will model instructional best practices.			
2	III.A.	Areas of Focus: 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.				$0.00

Function	Object	Budget Focus	Funding Source	FTE	2019-20
5100	120-Classroom Teachers	0871 - Plumosa School Of The Arts	Title, I Part A	0.0	$0.00
		Notes: Small group instruction will be provided in reading, math, and science during the summer, Saturdays and after school to help close the learning gap to increase proficiency for students grades 2-5 (Math begins in November, all contents beginning in January.)			
				Total:	**$0.00**