

The School District of Palm Beach County

# Plumosa School Of The Arts



## 2020-21 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: 5/16/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (50%) 2017-18: B (56%) 2016-17: C (47%) 2015-16: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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## 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	C

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Reynolds, Catherine	Principal	Instructional Leader, master schedule, safety, discipline, lobservation, 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 Coordinator, SBT, SwPBS internal coach, ESP Contact, SIS, Report Cards, EDW/PM liaison, GradeBook, Report Cards, 504, outside community agencies relationships, lowest 25%, FBS.
McKelvin, Reginald	Instructional Coach	Instructional leader, Professional Learning Communities, professional development, mentor, coaching cycle for reading

### Demographic Information

#### Principal start date

Thursday 5/16/2013, Ronda Smith

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

**Total number of teacher positions allocated to the school**

59

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (50%) 2017-18: B (56%) 2016-17: C (47%) 2015-16: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	84	97	95	102	111	100	0	0	0	0	0	0	0	589
Attendance below 90 percent	0	28	32	18	20	31	0	0	0	0	0	0	0	129
One or more suspensions	0	3	2	1	0	5	0	0	0	0	0	0	0	11
Course failure in ELA	0	22	28	31	44	28	0	0	0	0	0	0	0	153
Course failure in Math	0	11	16	25	39	15	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	18	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	12	0	0	0	0	0	0	0	18
FY20 ELA Diag Levels 1 & 2	0	0	0	54	43	60	0	0	0	0	0	0	0	157
FY20 Math Diag Levels 1 & 2	0	0	0	35	36	48	0	0	0	0	0	0	0	119

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	0	15	24	27	40	30	0	0	0	0	0	0	0	136

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	4	0	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/4/2020

### 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	
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

**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	
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

**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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### 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	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					
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				

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
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

## 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 2019 Achievement (proficiency) ranks us below both District and State percentages.

In 2019, 3rd grade FSA ELA achievement, Level 3+ was 47%. During the midyear we see our 3rd grade achievement, Level 3+ had a growth of 2% as per the Winter Diagnostic scores. End of year FY20 IREADY data is not a reliable source of data as these assessments were taken at home

Science Achievement also consistently the lowest performing FSA achievement area at 34% Level 3+ in 2019. During midyear we see our 5th grade achievement, Level 3+ remained stagnant at 34%. Science scores continue to remain stagnant or decline as a result of limited time for science instruction, science planning, and test prep materials.

Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

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

When looking at our grade level data within achievement, our 5th grade Math FSA 2019 achievement, Level 3+ was 56%, a decline of -4%. more support and resources were needed to assist teachers with planning and data analysis.

During midyear we see our 5th grade math achievement , Level 3+ had a growth of 5% as per the Winter Diagnostic scores.

In FY20, we acquired a math coach/resource teacher. During PLCs, there was an intense focus on standards alignment, modeling, coaching, and data analysis to help build teachers' capacity and ensure all students will receive equitable and accessible instruction.

**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. During midyear we see our 5th grade achievement, Level 3+ remained stagnant at 34%.

Science scores continue to decline as a result of limited time for science instruction, science planning, and test prep materials.

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

The ELA FSA Achievement grades 3-5 improved to 55% in 2019. The raw data shows an improvement in 5th grade ELA Level 3+ to 59% in 2019, an increase of 17%. However, when we look at midyear we see our 5th grade ELA achievement, Level 3+ had a decline of -8% as per the Winter Diagnostic scores..

End of year IREADY data was not a reliable source of data as this assessment was taken at home.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Our two areas of concerns after reviewing the EWS data are:

1. Attendance below 90-Due to state mandated school closure (COVID19) students struggled with attending classes during Distance Learning in the remaining months of the FY20 school year. This could be due to lack of electronic devices, no access to the internet, and/or limited to no parental support at home. Students whom did not attend distance learning classes are at risk for possible course failure, lacking foundational knowledge or foundational skills that are necessary to succeed in current or future learning. This would indicate that attendance would need to be monitored, parent communication with school is imperative, and incentives should be in place to encourage students to attend virtual classes.
2. Course Failures (ND) on report cards- Our grading system is standards-based and when students receive an ND marking on their report card, that is an indication that mastery of grade level standards have not been met. Therefore, it is improbable that our students will be successful with state grade

level assessments causing an achievement gap. Course failures causes our students to fall behind and not be on track to meet the expectations for success. This may dictate future grade level failure, negative self esteem, and a higher probability of drop out. Students would need substantial support for learning.

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

At Plumosa SOA we focus on student achievement, student learning gains, and overall social emotional growth. We believe that if we dedicate time to following priorities we will ensure an equitable and equal opportunity for all of our students. Our priorities are:

1. Build Teacher Capacity- During PLCs, we will continue to focus on developing effective and relevant instruction through: analyzing data, tracking student progress, unpacking standards, developing standards based lessons using vetted resources and materials from the District, differentiating small group instruction using research based strategies and materials, sharing best practices, practicing the coaching continuum model, and incorporating AVID strategies schoolwide.
2. ELA and Math Learning Gains- If we focus on ensuring standards based instruction and effective use of research- based strategies, resources, and interventions, we will ensure student learning and achievement towards grade level success and continuous improvement for all students.
3. ELA, Math, Science Achievement- This ensures that instruction is differentiated based on the needs of our students. If instruction and learning is personalized for all our students to perform on grade level this will positively affect their self-esteem, self-worth, and aspirations towards college and career readiness success.
4. Increase performance in ELA and Math for our students in the Lowest 25th percentile- During PLCs and Leadership meetings, we will continue to analyze and monitor student data on students within this percentile. We will differentiate research based strategies and interventions to meet the needs of individual students and provide supplemental or intensive support.
5. Provide Social Emotional Growth- A systematic, school-wide approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and practices that actively involve all students in their social, emotional, and academic growth. The goal is to prepare students for long-term success in life and to become responsible, caring citizens in our multicultural society. Teachers will continue to build relationships with students and provide SEL lessons through their Morning Meetings. In addition, our guidance counselor will support SEL/Character Education instruction as an additional Fine Art. Our Behavioral Health Professional will provide small group lessons and counseling to students in need.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

To ensure progress towards student achievement in ELA to align with the District's Strategic Plan; LTO #1; Increase reading proficiency.  
 FY19 FSA ELA Achievement Level- Grade 3 47%, a slight 2% decrease from FY18 49%. During midyear, our Winter Diagnostic data demonstrated an increase of 2%. This data demonstrates we are on the correct path to meet our goals. 8  
 Our end of the year IREADY data is not a reliable source of data due to the students taking the assessment at home.  
 Due to lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21, 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.

**Measurable Outcome:**

Our measurable goal for FY21 is to increase on grade reading level by the end of 3rd grade. Our target is to increase from 47% to 53% , which is an increase of 6% from FY19. During midyear we saw an increase of 2% in 3rd grade ELA achievement level 3+. This is a strong indicator that we are on the right track. During end of year, our students were taught through virtual distance learning.  
 Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

**Person responsible for monitoring outcome:**

Catherine Reynolds (cathy.reynolds@palmbeachschools.org)

**Evidence-based Strategy:**

1. Differentiated small group instruction within all ELA classrooms. Through differentiation we are ensuring we support all learners at their ability. We are ensuring a variety of tasks, products, and processes.
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) focusing on the "how" of instruction. Ensure teachers are focused on best practices that support equitable & equal access to learning for all students.
4. Incorporate in school tutorials to support standards-based instruction for remediation, enrichment and support of data selected students to close the achievement gap.
5. Incorporate preschool and afterschool tutorials to support standards-based instruction for remediation, enrichment and support of data selected students to close the achievement gap.

**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. Ongoing observation of students, combined with assessment enables teachers to support & enhance student learning.
2. IREADY will offer an opportunity for students to receive enrichment and remediation on a variety of skills. The ability to personalize instruction to meet individual needs will result in increased scores.
3. Standards-Based teaching ensures better accountability. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers, and helps keep them on track.
4. Utilize instructional tutors to support the implementation of Benchmark curriculum.

Materials & resources are designed to provide coherent sequence of instruction.  
5. Tutorials will provide additional supports for remediation/enrichment as needed.

### Action Steps to Implement

1. Differentiated small group instruction:

- a. Reading Coach to provide training and support in and outside of classroom through the coaching cycle.
- b. SAI teachers will provide interventions outside the 90 minute block, to identified students.
- c. Teachers will create all small group rotational cycle to ensure all students are being supported at their abilities.
- d. Teachers will create engaging lesson plans utilizing a variety of vetted resources, instructional materials, and teaching methodologies to support all learners.
- e. Single School Culture Coordinator (SSCC) and reading coach to support teachers with analyzing data, examining standards, honing instructional practices, building instructional capacity, and assisting teachers with creating a positive classroom environment. Principal and assistant principal will monitor through fidelity walks.

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

2. Students will engage in adaptive technology (IREADY):

- a. Teachers will develop a rotational schedule to ensure all students have access to IREADY.
- b. Teachers will create small instruction groups based on IREADY results.
- c. Reading coach, SSCC, and/or assistant principal will monitor small group lesson plans, IREADY usage/pass rates.

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

3. Standards- Based Planning:

- a. Create PLC schedule to ensure all teachers participate.
- b. 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.
- c. Teachers will consistently analyze data to determine action steps for future instruction. SAI, Resource, ESE, and ELL teachers will support and offer varied instructional methodologies and resources to support all students.
- d. School administrators and instructional coach will attend and monitor the PLC meetings to support collaboration and provide guidance.

**Person Responsible** Cynthia Lawson (cynthia.lawson.1@palmbeachschools.org)

4. Instructional tutors

- a. Analyze student data to determine support necessary.
- b. Provide teachers and tutors professional development on teaching expectations and materials/resources being utilized.
- c. Monitoring will occur through observations, fidelity walks, and analysis of lesson plans Ms Reynolds (principal), Ms. Lawson (SSCC), Ms. Emmons (reading coach)

**Person Responsible** Cynthia Lawson (cynthia.lawson.1@palmbeachschools.org)

5. Tutorials:

- a. Analyze student data to determine students for tutorial groups.
- b. Choose supplemental materials and resources to be utilized.
- c. Analyze teacher classroom data to determine who will be tutoring.

- d. Provide tutors with training on expectations and materials and resources that will be utilized.
- e. Monitoring will occur through analyzing ongoing student data and fidelity walks.
- f. After school tutorial, Saturday tutorial, Project Uplift, and 21st CCLC to begin in November.

**Person**  
**Responsible** Cynthia Lawson (cynthia.lawson.1@palmbeachschools.org)

**#2. Instructional Practice specifically relating to Science**

To ensure progress towards student achievement in Science to align with the District's Strategic Plan: LTO #2: Ensure High School Readiness.

Science 5th grade Achievement Level FY19 34% compared to State at 53%. a difference of -19%. During midyear, our Diagnostic data demonstrated an achievement score of 34%. This score remains stagnant from last year's FSA achievement level score. Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

**Area of Focus Description and Rationale:**

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.

**Measurable Outcome:**

Our measurable goal for FY21 is to ensure high school readiness. FY21 Science Achievement Level Grade 5 target goal is 41%. During midyear we didn't see an increase nor did we see a decrease in scores. This indicates that we need to provide more support, professional development, resources and materials to our teachers and staff. During end of the year, our students were taught through virtual distance learning. Due to lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

**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 participate in standards-based instructional planning during Professional Learning Communities (PLC) . PLCs engage teachers in analysis of standards based teaching and learning provides a high degree of accountability. PLCs provide teachers and teams with the opportunity to progress monitor achievement of all students and make decision on next steps.
3. Students will be remediated and enriched through digital and blended learning opportunities using technology; ThinkCentral and STEMSCOPES.
4. Incorporate in schools and/or after school tutorials to support standards-based instruction for remediation, enrichment and support of data selected students to close the achievement gap.
5. Infuse STEAM/STEM activities to provide hands on cross curricular opportunities.

**Rationale for Evidence-**

1. STEM Scope curriculum is engaging for students & specifically addresses NGSS standards. J & J Science Bootcamp is made up of resources that help students comprehend concepts related to NGSS standards. Weekly hands on experiments will increase student knowledge. AVID strategies provide hands on & mind on activities

focusing on rigorous instruction for all students.

**based  
Strategy:**

2. Standards-Based teaching ensures accountability. The practice of aligning learning to standards helps ensure a higher level of learning is attained, guides teachers, & helps keep them on track. This planning will occur during PLCs.
3. ThinkCentral/STEM SCOPES offers lessons that are designed to meet needs of science classrooms allows teachers to address FairGame Benchmarks digital platform.
4. Tutorials will provide students additional support for remediation/enrichment as needed.
5. STEAM/STEM activities foster ingenuity & creativity for all students. Infusing STEAM/STEM into our curriculum, encourages experimentation, teamwork, knowledge application, tech use, problem-solving, & build resilience.

**Action Steps to Implement**

1. STEM SCOPES & J & J Science Bootcamp:
  - a. Provide teachers professional development on teaching expectations.
  - b. Analyze student data to determine small groupings and action steps for instruction.
  - c. Teachers will create lessons plans utilizing the materials/resources provided and create a variety of teaching methodologies to support all students.
  - d. Continue to implement AVID in Grade 5. Teachers to attend ongoing AVID PD training throughout the year, focusing on strategies that can enhance student learning.

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

2. Standards- Based Teaching:
  - a. Create PLC schedule to ensure all teachers participate.
  - b. 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.
  - c. Teachers will consistently analyze data to determine action steps for future instruction.
  - d. Teachers will collaborate to design differentiated and rigorous standards-based lessons to engage students with subject matter.
  - e. School administrators and instructional coach will attend and monitor the PLC meetings to support collaboration and provide guidance.

**Person Responsible** Cynthia Lawson (cynthia.lawson.1@palmbeachschools.org)

3. Students will engage in digital & blended technology:
  - a. Provide teachers with professional development to ensure appropriate use of technology.
  - b. Teachers will develop a rotational schedule to ensure all students have access to technology.
  - c. Teachers will engage students in small group instruction based on a combination of assessments and technology results.

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

4. Tutorials:
  - a. Analyze student data to determine students for tutorial groups and support necessary.
  - b. Choose supplemental materials and resources to be utilized during tutorials.
  - c. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
  - d. Monitoring will occur through fidelity walks, analysis of lesson plans, and ongoing student data.

**Person Responsible** Cynthia Lawson (cynthia.lawson.1@palmbeachschools.org)

5. STEAM/STEM Activities:
  - a. Infuse STEAM and STEM activities into lessons to provide hands on cross curricular learning

opportunities.

b. 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/STEM Night in partnership with the science museum.

**Person**

**Responsible**

Catherine Reynolds (cathy.reynolds@palmbeachschools.org)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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**

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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, Grade Level Assemblies, Family Nights, Curriculum Nights, and SAC meetings. The effectiveness of these efforts are monitored using SwPBS data from online warehouses (EDW, Performance Matters). In addition, we utilize a behavior matrix , teach/model expected behaviors, and monitor through SwPBS. Special funds are allocated for teachers, instructional coaches, tutorials, supplies, refreshments for parent training, remediation, and enrichment. Single School Culture (SSC) for Academics: Teachers attend weekly PLCs and common planning meetings where teachers collaborate and student work and assessments are analyzed to determine areas of strengths and weaknesses to drive instruction.

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

It is imperative that every member of our faculty and staff feels valued and supported by leadership in a professional community that emphasizes growth, collegiality, and the ability to have an active and participatory role in making or influencing school decisions. Teachers and staff who feel professionally stimulated and supported are more present for their students, nurture their students' growth mindset, foster social emotional learning, and continuously seek ways to engage students creatively and positively. Building relationships with parents, peers, and students is the cornerstone to success. Students work harder for teachers and staff who they can trust and have their best interests at heart. Research shows that a higher level of parental involvement impacts student attendance, academic performance, and social emotional skills.

School-wide Positive Behavior is used to motivate and encourage students' academic and behavioral success. At Plumosa, our students receive individual STARBUCKS, Class Stars, Cafeteria Incentives, Perfect Attendance Incentives, and Positive Referrals. To motivate our teachers and staff during the year, the SWPBS provides positive referrals to celebrate teachers and staff who go above and beyond. We also recognize our teachers and staff through our Roots and Wings partnership.

Our character-development curriculum program is provided to our students by our guidance counselor during students' Fine Arts time. This program focuses on: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property ;honesty; charity; self-control; racial, ethnic, and religious tolerance;; and cooperation.

We are an AVID Certified school. Using AVID school-wide helps to ensure that our students will be College and Career Ready. AVID supports students with organizational skills, study skills, self -advocacy, and develops successful academic habits.

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, DOJO, request parent conferences, send flyers home, parent link regarding school information, and SIS Parent Gateway.

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  
 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  
 Family First- Mental Health  
 PSOA Foundation- funds that support the Arts  
 Multicultural- Mental Health services  
 City of Delray Beach- Career development  
 Fire Dept. of Delray Beach- teaching 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  
 Young Dentistry  
 AVID  
 Student Counsel

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$678.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	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.			
	5000	120-Classroom Teachers	0871 - Plumosa School Of The Arts	School Improvement Funds	616.33	\$678.00
			Notes: Funds will be utilized towards a process or program to support student achievement.			

<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0871 - Plumosa School Of The Arts	Title, I Part A	0.0	\$0.00
			<i>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.)</i>			
<b>Total:</b>						<b>\$678.00</b>