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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: 5/13/2013

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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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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)	2020-21 Title I School	2020-21 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	80%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

School Board Approval

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SIP Authority

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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. Plumosa SOA joins the district in aspiring to educate, affirm and inspire each student in an equity -embedded school system a

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.

Plumosa SOA joins the district goal to provide ab educational and working environment where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed and inspired. Each and everyone will succeed and flourish. We will take ownership for students academic mastery, emotional intelligence and social emotional needs by creating environments where students, families staff and communities will develop agency and voice.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Reynolds, Catherine	Principal	<p>The principal's role is to ensure that the school operates in a conducive and effective learning environment.</p> <p>The instructional leader of the school is responsible for the equitable instruction for all students. Responsible for all decisions made in regard to scheduling, building leadership team, teacher evaluations, supervision curriculum, PLC, manage multiple budgets, oversee choice program, manage afterschool programs, all non instructional staff, monitor progress reports and report cards, analysis of data from assessments, local and state ,communication with stakeholder, implementing SWPB programs, include SEL lessons, recruiting and retaining quality staff members.</p>
McKelvin, Reginald	Curriculum Resource Teacher	<p>Responsible for scheduling, conduction, documenting all PLC meetings.</p> <p>Provide coaching and modeling for teachers</p> <p>Reviewing data to develop targeted instruction</p> <p>Monitor support services for low 25% in Reading and Math</p> <p>Working with new teachers</p> <p>Working directly with students in small guided groups</p> <p>SBT team member, developing tier support to identified students</p> <p>Monitoring FBS and Reading interventions</p> <p>Oversees tutorial programs</p>
White, Shaquala	Assistant Principal	<p>The principal's role is to ensure that the school operates in a conducive and effective learning environment.</p> <p>The instructional leader of the school is responsible for the equitable instruction for all students. Responsible for ESP new teacher support, attend and participate in PLC, assist in hiring and supervising staff instructional and non and instructional, supports the implementation of SWPBS, Safety committee leader, develops Crisis Response Plan, campus duty supervision, monitors students participation in local assessments, Tile 1 coordinator,</p>

Demographic Information

Principal start date

Monday 5/13/2013, 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

38

Total number of students enrolled at the school

689

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	88	99	82	108	107	96	0	0	0	0	0	0	684
Attendance below 90 percent	22	21	13	28	25	13	0	0	0	0	0	0	0	122
One or more suspensions	1	2	1	0	7	4	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	21	31	16	0	0	0	0	0	0	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	56	55	52	0	0	0	0	0	0	0	163
FY21 Math Winter Diag Level 1 & 2	0	0	0	56	60	57	0	0	0	0	0	0	0	173

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	16	32	24	50	51	24	0	0	0	0	0	0	197

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	2	1	0	2	1	1	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	56%	61%	53%	55%	60%
ELA Learning Gains				57%	58%	59%	63%	56%	57%
ELA Lowest 25th Percentile				54%	55%	54%	67%	51%	52%
Math Achievement				56%	53%	62%	55%	52%	61%
Math Learning Gains				55%	55%	59%	61%	54%	58%
Math Lowest 25th Percentile				40%	52%	52%	55%	49%	52%
Science Achievement				34%	45%	56%	41%	49%	57%
Social Studies Achievement					75%	78%		72%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	47%	54%	-7%	58%	-11%
Cohort Comparison						
04	2021					
	2019	55%	62%	-7%	58%	-3%
Cohort Comparison		-47%				
05	2021					
	2019	59%	59%	0%	56%	3%
Cohort Comparison		-55%				
06	2021					
	2019					
Cohort Comparison		-59%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	65%	-10%	62%	-7%
Cohort Comparison						
04	2021					
	2019	50%	67%	-17%	64%	-14%
Cohort Comparison		-55%				
05	2021					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-50%				
06	2021					
	2019					
Cohort Comparison		-56%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	32%	51%	-19%	53%	-21%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-32%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track student's academic progress or growth across the entire school year. Teachers use students performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient the teacher can adjust instruction. Various reports will

be used to monitor and support student learning
 Grades K-2 will use Iready for Fall Winter and Spring
 In grades 3-5 we will use local assessments

Iready provides user-friendly dashboards and clear reports with actionable data that gives teachers a foundational understanding of student's strengths and area if need
 Unit standardized Assessments USA's gives teachers data on how well the students have mastered the standard Supports the monitoring of students learning and provide ongoing feedback that instruction can use to make adjustments to improve student learning.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.6	41.9	53.5
	Economically Disadvantaged	43.5	35.2	45.3
	Students With Disabilities	50	30.87	54.5
	English Language Learners	43.8	56.3	43.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	84	88.5
	Economically Disadvantaged	NA	80.6	85.1
	Students With Disabilities	NA	84.6	84.6
	English Language Learners	NA	88.2	83.3
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	57	51.7
	Economically Disadvantaged	NA	47.9	43.1
	Students With Disabilities	NA	45.5	45.5
	English Language Learners	NA	42.9	42.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.6	31.3	40.5
	Economically Disadvantaged	22.7	20.9	27
	Students With Disabilities	30	40	50
	English Language Learners	15.4	7.7	14.3

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	59.8	55.2
	Economically Disadvantaged	NA	57	52.1
	Students With Disabilities	NA	46.7	40
	English Language Learners	NA	28.6	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64.3	59.8	37.7
	Economically Disadvantaged	57.4	55.1	33
	Students With Disabilities	33.3	42.7	31.3
	English Language Learners	12.5	28.6	21.4

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	72.8	72.5
	Economically Disadvantaged	NA	70.8	70.3
	Students With Disabilities	NA	72.7	63.3
	English Language Learners	NA	43.8	35.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42.5	50	47.7
	Economically Disadvantaged	39.4	49.5	44.6
	Students With Disabilities	27.3	21.7	31.8
	English Language Learners	13.3	18.8	35.3

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	65.9	64.2
	Economically Disadvantaged	NA	61.6	57.1
	Students With Disabilities	NA	41.2	36.8
	English Language Learners	NA	9.1	8.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70.8	63	44.1
	Economically Disadvantaged	68.9	59.5	36.8
	Students With Disabilities	44.4	21.1	15.8
	English Language Learners	40	16.7	8.3
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	76.7	69.8	72.9
	Economically Disadvantaged	73.9	66.7	69.2
	Students With Disabilities	64.3	47.4	50
	English Language Learners	33.3	27.3	27.3

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15	37	54	21	15	14	5				
ELL	38	52		27	29		19				
BLK	34	41	52	25	16	10	18				
HSP	55	71		52	41		36				
WHT	76	83		53	42		75				
FRL	40	47	48	31	20	17	23				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	66
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The school made a decline in all tested areas for FY21 state assessments. Proficiency rates and gain scores both had significant declines. Math proficiency made the greatest decline 3rd grade dropping 23% 4th grade dropping 17% and 5th grade dropping 21%

Math gains rate was below are below 25%

ELA also made significant declines that need to be addressed.

ELA proficiency declined 5th grade having the largest decline of 14%, 4th grade 13% and 3rd grade 8%.

Based on the data our focus will be to increase learning gains and achievement in Math Reading and Science.

Our data shows the a focus on literacy that includes remediation of standards foundational skills while scaffolding instruction that meets the full intent of the rigor of standards in content areas. Intentional targeted support will be scheduled to students in all sub groups, planned small group instruction, extensive tutorial, scheduled support staff during core instruction, technology, data reviews and data chats with staff and students, Planned lessons will include student engagement strategies to ensure maximize results for all learners.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math is the greatest area of need both in proficiency and gains score. 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.

ELA will be a priority with a decline in all grades and subgroups.

To address the serious concerns in both Read and Math strategic targeted support will be necessary. One of our focuses will be to implement Benchmark in grades K-2. Benchmark will provide assistance with early literacy skills, phonics, word work, and building vocabulary.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

As a result of the 2021 school year starting with many students attending school virtually, many students had a difficult time comprehending daily lesson and a challenge for teachers to identify and remediate student deficiencies.

The 2022 school year will give teachers an opportunity to bridge the existing gaps.

Additional support staff- PLC leader, school based Math resource, school based Reading resource has been added to our staff for the 2021-22 school year.

More specific and focused planning for Math during PLC's is required. ESE and ELL will closely monitor their students progress and provide more immediate interventions.

Teacher will provide differentiated instruction, scaffolding for small groups and including lessons that encourage student engagement.

For students in grades, 3-5 teachers will refocus the core instruction to include deliberate guided small group instruction, progress monitoring local and state assessments, developing team teaching schedules to provide double downs during core instruction, extended tutorial program Struggling readers and math students will benefit from additional differentiated instruction that extends the Reading and Math blocks. Students and teachers will participate in data chats and goal-setting achievement goals.

More resources and support are required, teachers will need more assistance with lesson planning, implementations and data analysis.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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 looking at progress monitoring data, we see we do not have any improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There were no areas of improvement in progress monitoring. During the FY19 school year we focused on building Teacher Capacity- During PLCs, we 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.

What strategies will need to be implemented in order to accelerate learning?

The primary focus will be standards based instruction in all areas. Professional development, lesson planning, instruction and PLC will all begin with unpacking and implementing standards. Resources and strategies will be aligned to grade level standards and scaffolded to support all students in all sub groups.

Increase students learning gains in literacy and math for all students through

After school tutorial

Use of district technology programs

Provide professional development to increase teacher capacity

Increase student engagement through school wide SWPBS routines and incentives

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

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.
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
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.

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.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Plumosa priorities are to ensure all students learn and demonstrate growth and reach achievable individual gains in all areas of instruction.

Priorities include

Reading Achievement\

3rd grade ELA on grade level performance

Math Achievement

Science Achievement

SEL embedded into daily curriculum

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: To ensure progress towards student achievement in Math to align with the District's Strategic Plan; LTO #1; Increase Math proficiency.
 FY21 ELA scores declined in all grade levels
 5th grade -21% 4th grade -17% 3rd grade -23%
 During midyear, our Winter Diagnostic data demonstrated a slight decrease but due to the number of students attending virtually, the diagnostics were not a reliable data source.

Measurable Outcome: Our measurable goal for FY22 is to increase on grade math levels. Our target is to increase Math from 33% to 55% schoolwide , which is an increase of 22% in proficiency and increase math learning gains from 22% to 55% a 23% increase and low 25% from 19 % to 55%.
 These gains are achievable.

Monitoring: Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Plumosa we strategically plan for a variety of monitoring techniques:
 Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/ binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology

The monitoring will be supported by key members of the leadership team:
 Assistant Principals support content and grade levels
 Single School Culture Coordinator
 Reading Resource Teacher
 Math Resource Teacher

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

1. Differentiated small group instruction within all math 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; Successmaker to build content knowledge in Math .
- 3 Math 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- 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.

based Strategy:

2. SuccessMaker 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

Differentiated small group instruction:

- a. Reading Resource teacher to provide training and support in and outside of classroom through the coaching cycle.
- b. Math resource 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 math resource teacher 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)

Students will engage in adaptive technology Successmaker

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

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

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

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 Catherine Reynolds (cathy.reynolds@palmbeachschools.org)

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 Catherine Reynolds (cathy.reynolds@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA

<p>Area of Focus Description and Rationale:</p>	<p>To ensure progress towards student achievement in ELA to align with the District's Strategic Plan; Increase reading proficiency. FY21 ELA scores declined in all grade levels 5th grade -14% 4th grade -13% 3rd grade -8 During midyear, our Winter Diagnostic data demonstrated a slight decrease but due to the number of students attending virtually, the diagnostics was not a reliable data source.</p> <p>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. The implementation of Benchmark will help to provide a strong foundation in our K-2 leading to more proficient future readers</p>
<p>Measurable Outcome:</p>	<p>Our measurable goal for FY22 is to increase on grade reading level by the end of 3rd grade. Our target is to increase ELA from 43% to 55% schoolwide , which is an increase of 12% in proficiency and increase ELA learning gains from 50% to 60% a 10% increase and low 25% from 50 % to 60%. These gains are achievable.</p>
<p>Monitoring:</p>	<p>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Plumosa we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/ binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology</p> <p>The monitoring will be supported by key members of the leadership team: Assistant Principals support content and grade levels Single School Culture Coordinator Reading Resource Teacher Math Resource Teacher</p>
<p>Person responsible for monitoring outcome:</p>	<p>Catherine Reynolds (cathy.reynolds@palmbeachschools.org)</p>
<p>Evidence-based Strategy:</p>	<ol style="list-style-type: none"> 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

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 coaches will attend and monitor the PLC meetings to support collaboration and provide guidance.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex we see that Plumosa ranks 966 out of 1395, High when compared with other elementary schools statewide. We reported 1.0 incidents per 100 students. This rating was for a total enrollment of 617 with 6 incidents for 2019- 2020 school year. When looking at the ranking details the incidents rated high are violent incidents, specifically physically aggressive. We had zero property incidents and ranked Low for Drug/Public order incidents and zero for Weapons, Disruption on Campus Other Major Offenses, and Tobacco. Our total suspension is ranked middle, with a ranking of 822 / 1395 with 21 days of out-of-school suspension.

To support our students and make an impactful difference in our incidents we will integrate a Single School Culture by developing and sharing Universal Guidelines for Success. The STAR universal guidelines and expectations are shared with students and parents. Parents receive information on our universal guidelines student handbooks, classroom expectations, robocalls, and parent night programs. The STAR Universal guidelines are shared with students during first-day / first-week SEL lessons, teacher syllabus, morning announcements, guidance lessons, school-wide assemblies, school-wide incentives for grades, attendance, behavior, and character recognition.

The STAR Universal guidelines are designed to decrease the number of incidents and suspensions school-wide.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture and environment through lessons lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. to ensure all students have equitable and equal opportunities to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition we benefit from the support of community services:

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

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and

stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00