

The School District of Palm Beach County

Plumosa School Of The Arts



2022-23 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: 2/4/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: C (50%) 2017-18: B (56%)
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	ATSI
* 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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<https://pmse.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Plumosa School of the Art's mission is to:

Educate

We are dedicated to ensuring every student succeeds here at Plumosa School of the Arts. To educate the whole child is to love and nurture their inner creativity, challenge their perspective and expand their knowledge.

Affirm

By affirming the talents and brilliance that is bestowed in each student, we must support, engage and declare their ability to do ALL things. Our students ARE gifted, talented, and beautifully brilliant.

Inspire

The faculty and staff of Plumosa School of the Arts are the BEST in the field. We are dedicated to empowering, cultivating, and INSPIRING our students. We lead each day with a growth mindset and a belief that under our guidance, our students can achieve ALL things and that "WE" as a " Family" will Rise Up to Excellence!

Provide the school's vision statement.

To empower our students both academically and artistically through a continuously self-improving community. By nurturing, guiding, and challenging them to achieve their maximum potential and become independent life long learners.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Smith, Ronda	Principal	<p>As the principal of Plumosa School of the Arts K-8, the duties are to monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, the principal must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Coleman, Shaquala	Assistant Principal	<p>As assistant Principal, Ms. White supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>

Demographic Information

Principal start date

Friday 2/4/2022, Ronda Smith

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

15

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

807

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

21

Identify the number of instructional staff who joined the school during the 2022-23 school year.

23

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	77	98	88	117	80	101	113	97	0	0	0	0	0	771
Attendance below 90 percent	0	28	25	25	24	20	18	2	0	0	0	0	0	142
One or more suspensions	0	1	4	10	3	16	8	9	0	0	0	0	0	51
Course failure in ELA	0	13	26	46	26	52	28	0	0	0	0	0	0	191
Course failure in Math	0	11	10	38	18	23	15	0	0	0	0	0	0	115
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	24	27	21	20	0	0	0	0	0	103
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	40	38	25	0	0	0	0	0	104
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	13	16	36	26	55	34	18	0	0	0	0	0	198

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	12	0	0	0	0	0	0	0	0	0	12
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

Wednesday 8/24/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	52%	55%				55%	56%	61%
ELA Learning Gains	57%						57%	58%	59%
ELA Lowest 25th Percentile	39%						54%	55%	54%
Math Achievement	50%	45%	42%				56%	53%	62%
Math Learning Gains	68%						55%	55%	59%
Math Lowest 25th Percentile	70%						40%	52%	52%
Science Achievement	36%	48%	54%				34%	45%	56%
Social Studies Achievement		57%	59%					75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	54%	-7%	58%	-11%
Cohort Comparison		0%				
04	2022					
	2019	55%	62%	-7%	58%	-3%
Cohort Comparison		-47%				
05	2022					
	2019	59%	59%	0%	56%	3%
Cohort Comparison		-55%				
06	2022					
	2019					
Cohort Comparison		-59%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	65%	-10%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	50%	67%	-17%	64%	-14%
Cohort Comparison		-55%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-50%				
06	2022					
	2019					
Cohort Comparison		-56%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	32%	51%	-19%	53%	-21%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-32%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	41	28	30	63	59	17				
ELL	42	46	36	47	69	75	24				
BLK	35	46	40	37	67	73	19				
HSP	61	68	38	59	70	54	62				
MUL	45			73							
WHT	77	77		73	66		64				
FRL	43	55	38	45	66	69	33				
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				
MUL	50			90							
WHT	89	74		86	62		56				

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
FRL	49	55	54	51	56	42	28				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
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	48
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	60
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	59
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	71
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Some of the trends that occur when reviewing our SY22 data are the following:

- * Our school's literacy scores show a decrease in all areas from Sy19 - 22 with an emphasis on our

SWD's showing the largest variance.

- * Our Math Proficiency, Overall Gains and L25 Gains all increased exponentially. Including our subgroups.

- * Our 4th Grade ELA proficiency dropped considerably.

- * Our 5th grade scores did not meet the goal however they are trending upward. The departmentalization of the core subjects in 5th grade will support growth and increase in proficiency in science scores. If we increase literacy proficiency, we can increase the overall proficiency in Science as well.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on our performance on the SY22 Progress Monitoring and FSA assessments the following areas demonstrate the greatest need for improvement:

6% Decrease in ELA Proficiency (19-22)

6% Decrease in 3rd

10% Decrease in 4th

14% Decrease in 5th

17% Decrease in ELA Low 25% Learning Gains (19-22)

7% Decrease in Math Proficiency (19-22)

9% Decrease in 3rd

14% Decrease in 5th

9% Decrease in SWD ELA Learning Gains (19-22)

3% Decrease in ELL ELA Learning Gains (19-22)

30% Decrease in SWD ELA Low 25% Learning Gains (19-22)

19% Decrease in ELL ELA Low 25% Learning Gains (19-22)

Literacy will be a focus at Plumosa in SY 23. The data supports the need to target this particular area and provide support. We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who

will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. We will specifically focus on our ESSA identified subgroup; and SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

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

After analyzing our school data, we determined that the contributing factors that prohibited us from reaching our goals were the following:

- * In 4th grade specifically, there were teacher vacancies that impeded the success of students in literacy. Our students had 2 teachers that left mid-year.

- * There was a shift in Leadership that also occurred mid-year that caused some quick adjustments to be made.

- * In K-2 there was the rollout of a new curriculum Benchmark.

- * Students and staff moral was at a low.

- * There were no clear systems in place that yield a high performance culture.

- * We experienced a lack of participation in tutorials, this was very apparent during FY22. There was a significant increase in social-emotional behavioral issues among this subgroup.

Moving forward, we will specifically focus on our ESSA identified subgroups; ELL and SWD students; who

will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

After a data analysis of progress monitoring and the FSA, we demonstrated tremendous growth in the following areas:

- 13% Increase in Math Learning Gains (19-22)
- 29% Increase in Math Low 25% Learning Gains (19-22)
- 2% Increase in Science Proficiency (19-22)
- 6% Increase in SWD ELA Proficiency (19-22)
- 5% Increase in ELL ELA Proficiency (19-22)
- 6% Increase in SWD Math Proficiency (19-22)
- 13% Increase in SWD Math Learning Gains (19-22)
- 10% Increase in ELL Math Proficiency (19-22)
- 36% Increase in ELL Math Learning Gains (19-22)

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

After analyzing our school data, we determined that the contributing factors that prohibited us from reaching our goals were the following:

- Push -in support in both ELA and Math classes
- Targeting the L25
- Increase Double Down Opportunities
- Internal Professional Development
- Tutorials

Moving forward, our plan of action to mitigate these barriers and increase success is the following:

- PLC Support - Modeling of implementation guide
- Double Down Support in all Reading Blocks
- Tutorials that begin in the Fall
- Side by side coaching
- Ongoing tutorials beginning in the Fall
- School-wide Reading Strategies - Marking the Text and R.A.C.E.S for Reading and Writing
- Weekly Instructional Leadership Team Meetings centered around Data, systems and culture.
- Ongoing Data Chats- Coaches to Teacher; Teacher to Student/ Parent Nights
- Streamline resources utilized by push-in support (targeted and specific)
- PBS Reboot - Plumosa House System

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

To achieve our goals, the following will be implemented with fidelity and monitored to accelerate learning:

- * To accelerate our scholars' learning, we will first determine their specific needs through individualized data disaggregation and provide them with opportunities for acceleration in math. To support our students, they will be provided with tiered support that consists of after-school tutorials, use of Khan Academy to remediate and cover previously taught skills, double-down support in class to increase the effectiveness of small group instruction, and monitoring of data as it becomes available to provide individualized support.
- we will focus on developing effective and relevant instruction
- through: unpacking standards, analyzing data, developing standards based lesson using vetted

resources

and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

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.

In order for the staff and students to successfully reach our goals, a plan has been set forth by the Principal, Assistant Principal, and Instructional Coaches to provide continuous professional development in the areas of acquisition of standards and mastery of understanding, Implementation of lesson plans created and facilitated by our instructional coaches, Engagement Strategies, Effective/ Best Practices centered around whole group and small group instruction, Differentiated instruction.

Through intentional planning of lessons, support through modeling in PLC's, Side by Side coaching and observation and feedback, our instructional staff will provide high quality instruction to our scholars that meets their needs through differentiation and scaffolding of skills, strategies and materials.

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

This year Plumosa will focus on Scheduling Students with High Impact Teachers and Planning rigorous lessons that target ELA skills. To provide an additional layer of support, we have designated a coach specifically for 3rd grade to ensure we are meeting the needs of the students and teachers through double-down support—teacher coaching and modeling. We will specifically focus on our ESSA identified subgroup; SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our current data for SY23, we demonstrated the largest decrease in ELA. To ensure progress towards student achievement in ELA to align with the District's Strategic Plan; we will increase our overall proficiency with a specific focus on 3rd grade. By the end of the FY2023 school year, 45% of third-grade students at PSOA will be proficient on the end-of-the-year assessment. This would be a +4 increase from SY22.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our measurable goal for FY23 is to increase the proficiency of all 3rd-grade scholars to 45%. Our target is to increase ELA from 49% to 55% school-wide, which is an increase of 6% in proficiency, and increase ELA learning gains from 57% to 65%, an 8% increase, and low 25% from 39 % to 55% a 16% increase.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

A comprehensive plan has been created that identifies step-by-step core actions that can be monitored through a systematic approach. Through weekly commitments toward the pursuit of our goal, the leadership team, including our instructional coaches, will report and analyze data to determine the success of our plans and actions. Our monitoring techniques include: 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

Person responsible for monitoring outcome:

Ronda Smith (ronda.j.smith@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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. Student Data Chats will. Occur after each PM Assessment.
3. ELA teachers will engage in standards-based instructional planning during Professional Learning Communities (PLC) focusing on the "how" of instruction. We will create and provide teachers with an Implementation Guide for Instruction/ Lesson Plans. 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 through strategic use of FBS groups applied with specific interventions that meets each student's needs.
5. Incorporate preschool and after-school tutorials to support standards-based instruction for remediation, enrichment and support of data selected students to close the achievement gap.

Rationale for Evidence-based

1. Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Ongoing

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

- 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Differentiated small group instruction:/ Building Teacher Capacity:

- a. Literacy Coaches will provide training and support in and outside of classroom through the coaching cycle.
- b. SAI/ Interventionist 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. The LTF, Reading and Instruction coach to support teachers with analyzing data, examining standards, honing instructional practices, building instructional capacity, and assisting teachers with creating a positive classroom environment. The principal and assistant principal will monitor through fidelity walks.

Person Responsible Ronda Smith (ronda.j.smith@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 Shaquala Coleman (shaquala.coleman@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 Instructional Coaches.

Person Responsible Shaquala Coleman (shaquala.coleman@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 Shaquala Coleman (shaquala.coleman@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall k-2 proficiency in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence, and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data, our students are not entering third grade prepared for the rigors of the standards and state

assessment. According to iReady FY, 22 data, 47% of our incoming third-grade students are reading at an on-grade level data.

iReady also shows that our overall primary grade proficiency is low.

Kindergarten- 65% Proficient

First Grade- 52% Proficient

Second Grade- 32% Proficient

It also gives us data to support a lack of proficiency in foundational skills.

Phonological awareness-85 % Proficient

Phonics-61 % Proficient

High-Frequency Words- 82% Proficient

Vocabulary- 30% Proficient

Due to a lack of foundational skills, students' over all reading comprehension proficiency is 35% For literature texts and 31% for Nonfiction texts.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver content, concept, or skill aligned to the benchmark and intended learning.

Our instructional priority is to deliver content, concept, or skill aligned to the benchmark and intended learning. Our FY22 data shows our third-grade students were only 41% proficient on the FSA. This proves that students entering third grade lack the skills and preparedness for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to allow all our students to reach their potential and increase student achievement.

The ELA school-wide learning gains decreased 6% Decrease in ELA Proficiency (19-22), which led to the decrease in of a 6% Decrease in 3rd, 10% Decrease in 4th, 14% Decrease in 5th with an overall 17% Decrease in ELA Low 25% Learning Gains (19-22).

In looking at our, ESSA identified subgroups, SWDs, and Black students have demonstrated a decline of 3-5% over the past two years. Data indicates we need to focus on these specific groups and identify all factors and indicators. We need to provide these students with additional support to close the gap. Their performance on last year's assessment in comparison with SY19 shows a 9% Decrease in SWD ELA Learning Gains (19-22), 3% Decrease in ELL ELA Learning Gains (19-22), 30% Decrease in SWD ELA Low 25% Learning Gains (19-22), and a 19% Decrease in ELL ELA Low 25% Learning Gains (19-22).

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The Measurable outcomes for SY 23 are the following by May 2023:

K- 70 % Proficient

1st - 55% Proficient

2nd - 45 % Proficient

Grades 3-5: Measureable Outcome(s)

The Measurable outcomes for SY 23 are the following by May 2023:

3rd- 45 % Proficient

4th - 55% Proficient

5th - 55 % Proficient

6th Grade 65 % Proficient

7th Grade 55 % Proficient

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a crucial step toward 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.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end-of-unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards.

We will also review 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.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Whitaker, Ticondria, ticondria.whitaker@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated

instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep,

focused, collaborative planning supports and strengthens data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers.

Collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet foundational skill practice needs and identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.

3. PLCs allow teachers and leaders an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress. It also supports the teacher in collaboration with the best teaching strategies.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>? Literacy Leadership</p> <p>Our leadership team consists of the Principal, Assistant Principal, K-2 Literacy Coach, 3rd-grade Literacy Coach, and a 4th -5th-grade Literacy Coach.</p>	
<p>? Literacy Coaching</p> <p>Develop a plan to monitor the implementation & ensure compliance with the reading plan.</p> <p>Walkthroughs to weekly monitor and support reading instruction & intervention (Look, Fors, CAO updates)</p> <p>School Leaders have a process to identify areas of strength and the next steps (Utilizing data, Analyzing Data). We meet weekly during our Instructional Leadership Team meeting, discussing data and providing guidance on how to plan for remediation.</p>	<p>Smith, Ronda, ronda.j.smith@palmbeachschools.org</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) <ol style="list-style-type: none"> a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments, and FSQs in Language Arts. The teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). b. Teachers will analyze student data to determine strengths and weaknesses in the content area. c. Teachers will create all small group rotational cycles to ensure all students supported in their abilities d. Teachers will create lesson plans utilizing various resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow the District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously 	<p>Coleman, Shaquala, shaquala.coleman@palmbeachschools.org</p>
<p>Professional Learning</p> <ol style="list-style-type: none"> 1. School Admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction. 2. School leaders share the plan with staff in faculty meetings and PLCs. 3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc., to ensure the plan is implemented effectively. 4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development. 5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress. 6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support. 	<p>Smith, Ronda, ronda.j.smith@palmbeachschools.org</p>

Action Step**Person Responsible for Monitoring**

7. The District Reading Collaboration team provides professional development to schools based on needs.

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

At Plumosa School of the Arts K-8, 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 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 House Points, House Brag Tags, School Store 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.

We instill citizenship through our Safety Patrols; this group consists of only 5th-grade students who are responsible, respectful, and set an excellent example for the students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30 AM by assisting students throughout our campus. They are back on post, ensuring that the students get home safely! Safety Patrols who prove to be responsible and respectful also have the opportunity to travel to Washington D.C. for the annual field trip. This trip is only open to safety patrols and consists of a 4-day tour of Williamsburg/Jamestown and Washington D.C. It is truly an honor for students to serve as patrols in this club, and we are very proud of our patrols who are such positive role models!

Suite 360 is the curriculum that the school district selected to implement the five-hour state-mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the

Process of Assessing Treatment. The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students.

Using AVID in grades 6th-8th helps ensure our students will be College and Career Ready. AVID supports students with organizational skills, study skills, self-advocacy and develops successful academic habits. Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, mainly the least served students who are in the academic middle, succeed in a rigorous curriculum, complete a strict college preparatory path, enter mainstream activities of the school, enroll in four-year colleges, and become educated and responsible participants and leaders in their communities and our society.

The following targets are how we would like to increase parental involvement throughout the school year. Teachers will continue to communicate important information via the student's agendas/binders, request parent conferences, send flyers home, Parent Link, and SIS Parent Gateway.

Monitoring attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT, is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed, and/or a home visit is made. Daily, One Voice is used to call the homes of students that are absent. In addition, the school will be using postcards to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

Plumosa School of the Arts is proud of our community 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 school culture and environment.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment where 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 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 opportunity to learn in a positive environment.

In addition, we benefit from the support of community services:

District Mental Health Specialist

Ocean Optics-eye exams for low-income families

One Sight Vision

Chrysalis Program-Mental Health Services

CAPE Team- Mental/Behavioral Health District Support Services

DATA Co-Located- Mental Health

PSOA Foundation- funds that support the Arts

City of Delray Beach- Career development

Fire Dept. of Delray Beach- teaching how to safely handle situations

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)
 Faulk Center for Counseling- On Site
 AVID

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment with the District's Strategic Plan, 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 with S.B. 2.09

Instruction applicable to appropriate grade levels, including but not limited to:

(g) 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 is designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) 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.

(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions 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.

(t) 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 are introduced as stand-alone teaching points or into other core subjects: math, reading, social

studies, and 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 and the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during education and during special events held throughout the school year.

Students will also learn character development; the curriculum shall stress the qualities of patriotism, responsibility; citizenship; kindness; respect for authority, life, liberty, personal property, honesty, charity, self-control, racial, ethnic, and religious tolerance, and cooperation.