

Plumosa School Of The Arts



2014-15 School Improvement Plan

Plumosa School Of The Arts

2501 SEACREST BLVD, Delray Beach, FL 33444

www.palmbeach.k12.fl.us/plumosaes

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

80%

Alternative/ESE Center

No

Charter School

No

Minority

79%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	B

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Plumosa School of the Arts will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy

2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

History of the Holocaust

History of Africans and African Americans

Hispanic Contributions

Women's Contributions

Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

Plumosa School of the Arts creates a safe and respected environment by providing breakfast in the morning for all students in a cafeteria that is properly monitored by staff. The teaching and implementation in the classrooms of the 'I Can' program that helps to develop social skills, character building, and decision making. Students will be able to apply the skills they learn from the anti-bullying program G.R.E.A.T. into their every day lives both in and out of school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Plumosa School of the Arts has become actively engaged in developing a School-wide Positive Academic and Behavior Support Plan called S.T.A.R. The S.T.A.R plan was designed to promote and foster personal and academic responsibility and a sense of community. To be a part of the Plumosa Community, each student is expected to be a S.T.A.R. Citizen both inside and outside the classroom. Both students and staff have embraced this encouraging, rewarding, and harmonious school-designed plan that enables students to reach their full potential.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Plumosa School of the Arts is proud of our numerous relationships with outside agencies that help our students and their families with violence prevention programs, nutrition programs, housing programs, mental health services, career development, grief assistance, Medicaid assistance, school supplies, services for non English speaking families, and eye care needs.

Ocean Optics- eye exams for low income families

Kids 4 life- Clothing

Chrysalis Program- mental health services

Kids n' Cops- field trips, food for Thanksgiving, gifts for Christmas

Youth Services- Mental health services (anger manager family)

Girl Scouts- Development of social skills for girls

Family First- Mental health services

PSOA Foundation - funds that support the Arts

Multicultural- Mental health services

City of Delray Beach- Career development

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

Heritage Academy- School supplies

Aspira- Assistance for Hispanic parents

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We are going to utilize data systems to address students who have attendance, behavioral, or academic concerns. We are going to create data decision rules for number of absences before referral generated to school based team. We are going to make sure that teachers are aware of decision rules and procedures for notification after students are identified of meeting one of the data decision rules.

We have children that are continually missing school, due to chronic tardies and absences and therefore missing important classroom instruction.

Discipline interferes with not only the student who is interrupting instruction but all the students that are present in the class and are disrupted.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	19	22	16	8	6	86
One or more suspensions	1	7	6	12	9	9	44
Course failure in ELA or Math	40	51	55	55	38	13	252
Level 1 on statewide assessment	0	0	0	45	23	27	95

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	8	17	17	48	30	20	140

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Use of agendas for parent/school communication
- Rise and Shine Get to School on Time attendance initiative
- Positive Behavior System/Team (PBS)
- SAI
- LLI
- iii
- Tutorials
- Foundations
- Goal setting for identified students
- Notification procedures for parents for agency and community out-reach
- Create evidence based interventions related to early warning systems

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

PSOA conducts various meetings and activities to involve parents in school events and in the decision-making process. The following are meetings and activities that have been or will be held to involve parents: Title I Annual Meeting, School Advisory Council Meetings (SAC), PTA, Family Fun Nights, Meet and Greet, Delray

Reads, Career Day, Curriculum Night, FCAT Night, Read and Slumber, PLC Meeting, Math/Science Night, and Magnet Open House. Parents will continue to be notified of meetings and events via phone, letters, monthly newsletters, agendas, and marquee. SAC Meetings will be held on a monthly basis and continual discussions and decisions will be made regarding the use of SIP funds (e.g., parental involvement funds)

Annual Parent Meeting – This meeting was held on September 9, 2013. The meeting informed parents about the school’s Title I program, the nature of the Title I program (school-wide or targeted assistance), school choice, Parent Involvement Plan, School-Parent-Student Compact, and the rights of parents. Flexible Parent Meetings - PSOA schedules parent meetings and activities at a variety of times throughout the school year. Our PTA and SAC meetings are held on the fourth Wednesday of the month. A survey was sent home to determine the best time for the SAC meetings. The Title I resource room is available from 8:30 a.m.-3:30 p.m. Monday-Friday. We conduct teacher/parent or administration/parent meetings before, during, and after school. We also conduct phone conferences so parents do not have to

Staff Training – The staff has had the following training to increase awareness on effective parent communication and how to continue to promote and foster parent involvement: Family Involvement; Volunteer Training; Effective Parent Conferences; Meeting the Needs of a Diverse Student Population; Communication - PSOA provides daily reports to parents regarding behavior and academics via the student's agenda. Parents also receive communication (translated) via letters, handouts, newsletters, and telephone calls. Additionally, general information is communicated through the ParentLink System and

Accessibility - Community Language Facilitators (CLF) work with students and parents to facilitate and enhance communication and involvement. The CLFs translate all communications that are sent home. The CLFs facilitate translation for non-English speaking parents/guardians which enables the school to communicate with all parents regardless of their dominate language. Accommodations are made for

Evidence of Parent Involvement – Meetings are held to ensure that parents had input in the Parent-School-Student Compact (provided to all parents/guardians) and in the formation of the Parent Barriers – The following are some of the barriers that we experience at PSOA as we strive to increase parent involvement: lack of transportation, parents that work at night, no working phone, students not getting the information to their parents via the agenda, letters, and/or handouts sent home. To resolve these barriers we conduct phone conferences, conduct morning conferences, send letters home via the USPS, utilize ParentLnk, and the marquee.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Reynolds, Catherine	Principal
Cromwell, Natalie	Assistant Principal
lawson, cynthia	Other
Rubin, Daria	Instructional Coach

Duties

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I

Title 1 funds are used to provide additional personnel, A Reading Coach was purchased to provide support and training to classroom teachers. The Reading coach will additionally provide direct differentiated instruction to students in the Rtl process. Title 1 funds are being spent on purchasing a Learning Team Facilitator. The LTF will provide professional development to all teachers in the following areas but not limited to: data analysis differentiated instruction, CCSS NGSS, blended curriculum, scales and rubrics, unpacking standards, lesson study lesson development, assessments, CPALMS. A SAI teacher was purchased provide small group instruction to students requiring remediation services. A parent liaison, who will assist with communication with parents and encourage parent participation. Title 1 funds are used to purchase instructional material that are used in the classroom, in small groups and in tutoring sessions. Additionally Title 1 funds are used to provide teachers and supplies for parent workshops activities, throughout the school year. At the District level, Title I funds support Plumosa through the provision of area instructional teams, literacy cohort support, a second grade reading academy program and curriculum specialists.

Title II

Title II funds provide Plumosa with professional development opportunities related to content areas, pedagogy, Marzano protocols, and leadership development.

Title III

Services are provided through the district for educational materials nad ELL district support services to improve the education of English Language Learners.

Violence prevention programs

A school wide STAR citizenship program has been instituted. STAR citizenship promotes self respect, teamwork, respect, responsibility, and active citizenship. Students are reminded daily of STAR traits by classroom teachers throughout the day and the use of agendas daily help to track citizenship on a school-wide scale of 1-4. Outside agencies provide support throughout the school year. They provide small group presentations as well as school wide assemblies. Agencies included; Palm Beach County School Police, Delray Beach Police Department, Kids n' Cops, The NED Show, GREAT program.

Nutrition Programs

Plumosa is designated a Breakfast for All School, providing free breakfast daily to all students in addition to the 80% of free and reduced lunch students. Cafeteria staff encourage students to make well balanced food choices daily. The Health Care District of Palm Beach County supplies a school nurse who provides nutrition information to students and parents.

Title X

Plumosa has the additional outside agencies that provide a wide range of support for our students as well. These include:

Ocean Optics- eye exams for low income families

Kids 4 Life- clohing

Chrysalis Center-mental health services

Youth Services-mental health services

Family First-mental health services

DCF-family support, Medicaid

Hospice-grief counseling

South County Mental Health

WPB Family Shelter-clothing and housing

Heritage Academy-school supplies

Plumosa Foundation-funds to support the arts

All schools receive:

Services of a district-wide Pre-K to grade 12 Homeless Education Assistance Resource Team

(HEART) to

- Inform parents, guardians, or youth of educational rights
- Link homeless students with educational and other services, which can include preschool, health, medical, dental, mental health, and substance abuse
- Alert parents/guardians/or youth of academic tutoring opportunities when available and needed
- Provide school supplies and, if needed, school uniforms and toiletries
- Coordinate District Transportation services to maintain home school stability when requested and feasible
- Ensure Free School Meals (free breakfast and lunch)
- Attend School-Based Team meetings to garner additional student supports
- Provide outreach services to students living in shelters, motels, and other temporary residences
- Assist with summer camp and summer enrichment opportunities
- Facilitate parental involvement specifically oriented to reaching out to parents of homeless students
- Assist with fees for AP, IB, and SAT/ACT testing
- Collaborate with other District programs and community agencies to meet additional individual needs of homeless children and youth

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Yvrose Kankkunen	Teacher
Cathy Reynolds	Principal
Nancy Early	Education Support Employee
Natalie Cromwell	Education Support Employee
Anastasia Chandler	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC approved the school improvement plan at the beginning of the school year. At the end of the school year SAC members suggested that there be better school-parent communication. This suggestion was taken into consideration when the SIP was written this year.

Development of this school improvement plan

There will be ongoing discussions regarding the goals of the SIP. SAC will work together to determine the importance of the academic goals in order to ensure that the needs of all students are met.

Preparation of the school's annual budget and plan

After discussion with SAC members at the end of the school year, it was determined that the school's plan would be best focused on raising the proficiency of the the students reading and math levels. By maintaining the high expectations throughout Plumosa, in all content areas, there will be consistency across grade levels.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

This is undetermined at this time.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Reynolds, Catherine	Principal
Cromwell, Natalie	Assistant Principal
Rubin, Daria	Instructional Coach
lawson, cynthia	Other

Duties

Describe how the LLT promotes literacy within the school

Members of the LLT will attend the literacy cohort meetings to gain information and knowledge that will be shared with other colleagues regarding balanced literacy through grade level/content area meetings and learning team meetings. Members of the LLT will plan and organize Literacy Nights and the school wide Reading Counts program. The LLT will meet monthly to determine any concerns or questions that teachers may have regarding literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers will attend and participate grade level and content area specific learning team meetings (LTMs). LTMs are designed to provide an opportunity for on-site, just-in-time embedded staff development that addresses identified needs resulting in improvements in teachers' knowledge and pedagogical practice, as well as improved student learning. In this venue, teachers work collaboratively to share their expertise and build collective capacity.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Plumosa will work closely with Area 1 Human Resource specialist to ensure that he is aware of the needs of the school and refers only highly qualified candidates. All first year teachers will be placed in the Educator Support Program and monitor progress throughout the school year. Each new teacher will be partnered with a mentor and a buddy veteran teacher. Evidence-based professional development opportunities will be provided to target student achievement as well as staff needs and district mandates.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teachers are enrolled in the ESP program and paired with a veteran teacher. The new teachers are also paired with a "buddy" teacher either by grade level and/or subject area. Administration will meet with the new teachers on a regular basis to discuss concerns and best practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Plumosa School of the Arts ensures that instructional programs and materials are aligned to the Florida Standards by following the instructional materials that are provided by the curriculum department on Learning Village. Any supplemental materials used in the classroom for core instruction are researched based.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Through the use of learning team meetings and grade level/ subject area meetings, teachers analyze past and present assessment data as well as student written work to hone in on instructional practices and allow for differentiated instruction.

Instruction is modified based on the needs of the individual students. This is done through identifying those students who need immediate intensive instruction. This is provided through, small group instruction, LLI, SAi, iii, and our Blazing Stars tutoring program.

This allows for Title 1 learning opportunities.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 27,000

Students are afforded the opportunity to have an extended Fine Arts time during the day. Grades 3-5 have the ability to choose a major and minor in Fine Arts so that educators are able to provide a stronger focus on specific skills.

Strategy Rationale

We are a district chosen choice school for the Fine Arts. Plumosa School of the Arts provides students with the opportunity for students in grades 3-5 to select a Fine Arts major and minor course of study to supports the student's goal for middle school, high school, and beyond.

Specific policy for all teachers to infuse the arts throughout their curriculum.

Administration supports common planning which enables school-wide arts integration of the curriculum. Teachers are provided with professional development to support this initiative.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Reynolds, Catherine, cathy.reynolds@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

lesson plans, EDW data

Strategy: After School Program

Minutes added to school year: 7,200

Tutorial

Strategy Rationale

To increase student acheivment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Reynolds, Catherine, cathy.reynolds@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Lesson plans and EDW data reports

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Plumosa provides various services and support to facilitate the transition from preschool to kindergarten. Kindergarten registration and roundup was held in May 2013, which provided parents the opportunity to meet the teachers, hear about the various programs, receive necessary documents and information, register, and tour the school. In addition to this all new incoming kindergarten students are provided a Kindergarten readiness packet that was developed by the kindergarten teachers to help assist parents in preparing their child for the upcoming kindergarten year. During the summer kindergarten teachers contact the parents to schedule a time for students to come into school to participate in the necessary assessments that are needed for the beginning of the year. The students were then evaluated and placed in the appropriate classes for the upcoming school year. A staggered entrance start was put in place. Students were asked to attend a specific day for the first three days of school. Each day only 6 or 7 students report to the kindergarten class; this gives the teacher and the students an opportunity to get to know one another in a smaller group setting. Students who were not assessed during the summer and then assessed by the teachers to document each child's academic strengths and areas of need. The students participate in lessons that provide an introduction to the school, staff, procedures, and routines, as well as expectations (academic and behavior). Parents will attend a curriculum night in order to learn about the upcoming school year and how to help support their child both at home and at school.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Plumosa School of the Arts will provide rigorous, relevant, and well planned math instruction aligned to the Mathematics Florida Standards.

- G2.** Plumosa School of the Arts will provide rigorous, relevant, and well-planned balanced literacy instruction aligned to the Language Arts Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Plumosa School of the Arts will provide rigorous, relevant, and well planned math instruction aligned to the Mathematics Florida Standards. 1a

G045285

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Area math cohort trainings.
- Area 1 math instructional specialist support person will attend LTM and common planning sessions.
- LTM will provide support to analyze data, unpack/examine standards, hone instructional practices, and build instructional capacity at the school.
- Academic/parent trainings will be provided using Title 1 funds.
- Common planning to allow teachers to collaborate and share research based strategies for instruction.

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated instruction within the 60 minute math block.

Plan to Monitor Progress Toward G1. 8

Administration will conduct focused classroom walk-through observations.

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Evidence of differentiated small group instruction being implemented in the classroom during the 60 minute math block.

G2. Plumosa School of the Arts will provide rigorous, relevant, and well-planned balanced literacy instruction aligned to the Language Arts Florida Standards. 1a

G044718

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Reading Coach to provide training and support in and outside of the classroom.
- District supported "balanced literacy" cohorts.
- Learning Team Facilitator support to analyze data, unpack/examine standards, hone instructional practices, and build instructional capacity at school.
- SAI to provide intensive reading remediation.
- Common planning to allow teachers to collaborate and share research based strategies for instruction.
- Academic/Parent trainings will be provided by utilizing Title I funds.

Targeted Barriers to Achieving the Goal 3

- There is not enough time for common planning during school.
- Balanced Literacy Cohort training occurs during the school day.
- Parents/guardians are not equipped to assist their children at home.
- Too many students are in need of reading remediation.

Plan to Monitor Progress Toward G2. 8

Administration will conduct focused classroom walk-through observations.

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Evidence of participation in common planning.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Plumosa School of the Arts will provide rigorous, relevant, and well planned math instruction aligned to the Mathematics Florida Standards. **1**

 G045285

G1.B2 Lack of differentiated instruction within the 60 minute math block. **2**

 B111745

G1.B2.S1 Teachers need professional development in the implementation of differentiated small group instruction within the 60 minute mathematics block and the use of supplemental math tools **4**

 S123199

Strategy Rationale

It is necessary to provide differentiated instruction during the math block in order to remediate and enrich students.

Action Step 1 **5**

Lead teachers will attend Area math cohort meetings, school based professional development, LTM.

Person Responsible

Natalie Cromwell

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Lead teachers will bring back the information to be shared during LTM/common planning sessions.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Through conversations had at LTM and common planning.

Person Responsible

Natalie Cromwell

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Through LTM agenda notes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will monitor LTM and common planning conversations, as teachers identify students who need remediation and enrichment.

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Evidence will be shown through analyzing data during LTM.

G2. Plumosa School of the Arts will provide rigorous, relevant, and well-planned balanced literacy instruction aligned to the Language Arts Florida Standards. 1

G044718

G2.B1 There is not enough time for common planning during school. 2

B110116

G2.B1.S1 The school will confer with personnel in the district and schools that have implemented consistent common planning sessions. 4

S122143

Strategy Rationale

The rationale is to collaborate with other schools that have been successful implementing common planning so that we can gather ideas on how we can implement this strategy with fidelity.

Action Step 1 5

We will contact Pine Grove and Forest Park Elementary Schools to gather information on how they implemented common planning.

Person Responsible

Catherine Reynolds

Schedule

On 10/17/2014

Evidence of Completion

Ms. Reynolds (Principal) will contact the principals from the above mentioned schools, either by email or phone, to obtain examples of how common planning was implemented at their schools.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Mrs. Cromwell will contact Ms. Reynolds on Friday, October 3, 2014 as a reminder prompt.

Person Responsible

Catherine Reynolds

Schedule

On 10/3/2014

Evidence of Completion

Ms. Reynolds will provide email documentation and anecdotal notes to show evidence of information received.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

A common planning schedule will be created monthly.

Person Responsible

Catherine Reynolds

Schedule

Monthly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Ms. Reynolds will create a monthly common planning schedule and email it to the teachers.

G2.B1.S2 We will search online for examples of master schedules that exemplify common planning. 4

 S123161

Strategy Rationale

We will utilize the examples of master schedules to create our own common planning schedule.

Action Step 1 5

Online research will be conducted to obtain examples of how common planning will fit into the master schedule.

Person Responsible

Natalie Cromwell

Schedule

On 10/17/2014

Evidence of Completion

Mrs. Cromwell (Assistant Principal) will print documents to share with the leadership team.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Ms. Reynolds will contact Mrs. Cromwell on Friday, September 26, 2014 as a reminder prompt.

Person Responsible

Catherine Reynolds

Schedule

On 9/26/2014

Evidence of Completion

Mrs. Cromwell will produce evidence of examples from her online search.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Create a common planning schedule monthly that fits into the master schedule in order to meet the needs of the teachers.

Person Responsible

Catherine Reynolds


Schedule

Monthly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Ms. Reynolds will create a monthly common planning schedule that will be shared via email to the teachers.

G2.B1.S3 We will consult with the Area 1 Instructional Team to develop a plan to assist with common planning. 4

 S123165

Strategy Rationale

Area 1 Instructional Team has seen success and growth in the schools that have implemented common planning.

Action Step 1 5

Will contact Area 1 support team to identify area resources/recommendations for common planning sessions.

Person Responsible

cynthia lawson

Schedule

On 10/17/2014

Evidence of Completion

Mrs. Lawson (LTF) will bring the data and additional resources from the area support team to the leadership team in order to create the common planning schedule.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Ms. Rubin (Reading Coach) will contact Mrs. Lawson on Thursday, October 9, 2014 as reminder prompt and what support is needed.

Person Responsible

Daria Rubin

Schedule

On 10/9/2014

Evidence of Completion

Mrs. Lawson will collect the data and resources from the area office as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

A meeting will be scheduled with Mrs. Lawson and administration to share information obtained from the Area 1 Instructional Support Team.

Person Responsible

Catherine Reynolds


Schedule

On 10/22/2014


Evidence of Completion

Data provided from Area 1, showing that the use of common planning has been effective .

G2.B2 Balanced Literacy Cohort training occurs during the school day. 2

 B110690

G2.B2.S1 Ensure teachers receive support in the classrooms through coaching and mentoring. 4

 S124672

Strategy Rationale

This will ensure fidelity of balanced literacy implementation.

Action Step 1 5

Reading coach will conduct the coaching cycle

Person Responsible

Daria Rubin

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

coaches log, observations, student data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

coach's schedule

Person Responsible

Catherine Reynolds

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

teacher lesson plans, observations, conversation between administration and reading coach

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Daily updates and conversations with administration regarding classroom instruction

Person Responsible

Catherine Reynolds


Schedule

Daily, from 8/18/2014 to 6/5/2015


Evidence of Completion

classroom observations and student data

G2.B3 Parents/guardians are not equipped to assist their children at home. 2

 B110692

G2.B3.S1 To ensure parents are provided opportunities to build their capacity to assist students at home. 4

 S124607

Strategy Rationale

Strengthening the partnerships between parents and school to increase student achievement.

Action Step 1 5

parent liaison will coordinate parent trainings and communication.

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 9/17/2014 to 6/5/2015

Evidence of Completion

sign-in, agenda, minutes, evaluations, sample communications

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Reviewing agenda/materials prior to the meeting and attending the meeting.

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 9/17/2014 to 6/5/2015

Evidence of Completion

approved agendas, debriefing notes from the meeting/training

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

monitor student data of the student's parents who have attending parent trainings.

Person Responsible

Nicole Smith


Schedule

Monthly, from 10/1/2014 to 5/29/2015


Evidence of Completion

EDW reports/performance matters reports

G2.B4 Too many students are in need of reading remediation. 2

 B110698

G2.B4.S1 To provide small group differentiated instruction during and outside of the school day. 4

 S124677

Strategy Rationale

To provide individual student support to targeted students.

Action Step 1 5

resource teachers will provide additional support to 2nd and 3rd graders through pullout.

Person Responsible

Catherine Reynolds

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

schedules

Action Step 2 5

provide students with before and after school tutorial

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 10/1/2014 to 5/1/2015

Evidence of Completion

attendance, teacher lesson plans, student data

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

schedules

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

EDW reports of student data

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

iii and SAI schedules

Person Responsible

Catherine Reynolds

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Palm Beach - 0871 - Plumosa School Of The Arts - 2014-15 SIP

Plumosa School Of The Arts

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	We will contact Pine Grove and Forest Park Elementary Schools to gather information on how they implemented common planning.	Reynolds, Catherine	9/19/2014	Ms. Reynolds (Principal) will contact the principals from the above mentioned schools, either by email or phone, to obtain examples of how common planning was implemented at their schools.	10/17/2014 one-time
G2.B1.S2.A1	Online research will be conducted to obtain examples of how common planning will fit into the master schedule.	Cromwell, Natalie	9/19/2014	Mrs. Cromwell (Assistant Principal) will print documents to share with the leadership team.	10/17/2014 one-time
G2.B1.S3.A1	Will contact Area 1 support team to identify area resources/ recommendations for common planning sessions.	lawson, cynthia	9/19/2014	Mrs. Lawson (LTF) will bring the data and additional resources from the area support team to the leadership team in order to create the common planning schedule.	10/17/2014 one-time
G1.B2.S1.A1	Lead teachers will attend Area math cohort meetings, school based professional development, LTMs.	Cromwell, Natalie	10/1/2014	Lead teachers will bring back the information to be shared during LTM/ common planning sessions.	5/1/2015 monthly
G2.B3.S1.A1	parent liaison will coordinate parent trainings and communication.	Reynolds, Catherine	9/17/2014	sign-in, agenda, minutes, evaluations, sample communications	6/5/2015 weekly
G2.B2.S1.A1	Reading coach will conduct the coaching cycle	Rubin, Daria	8/18/2014	coaches log, observations, student data	6/5/2015 daily
G2.B4.S1.A1	resource teachers will provide additional support to 2nd and 3rd graders through pullout.	Reynolds, Catherine	8/18/2014	schedules	6/5/2015 daily
G2.B4.S1.A2	provide students with before and after school tutorial	Reynolds, Catherine	10/1/2014	attendance, teacher lesson plans, student data	5/1/2015 weekly
G1.MA1	Administration will conduct focused classroom walk-through observations.	Reynolds, Catherine	10/1/2014	Evidence of differentiated small group instruction being implemented in the classroom during the 60 minute math block.	5/29/2015 monthly
G1.B2.S1.MA1	Administration will monitor LTM and common planning conversations, as teachers identify students who need remediation and enrichment.	Reynolds, Catherine	10/1/2014	Evidence will be shown through analyzing data during LTM.	5/1/2015 monthly
G1.B2.S1.MA1	Through conversations had at LTM and common planning.	Cromwell, Natalie	10/1/2014	Through LTM agenda notes.	5/1/2015 monthly
G2.MA1	Administration will conduct focused classroom walk-through observations.	Reynolds, Catherine	10/3/2014	Evidence of participation in common planning.	5/29/2015 monthly
G2.B1.S1.MA1	A common planning schedule will be created monthly.	Reynolds, Catherine	10/3/2014	Ms. Reynolds will create a monthly common planning schedule and email it to the teachers.	5/29/2015 monthly
G2.B1.S1.MA1	Mrs. Cromwell will contact Ms. Reynolds on Friday, October 3, 2014 as a reminder prompt.	Reynolds, Catherine	10/3/2014	Ms. Reynolds will provide email documentation and anecdotal notes to show evidence of information received.	10/3/2014 one-time
G2.B3.S1.MA1	monitor student data of the student's parents who have attending parent trainings.	Smith, Nicole	10/1/2014	EDW reports/performance matters reports	5/29/2015 monthly
G2.B3.S1.MA1	Reviewing agenda/materials prior to the meeting and attending the meeting.	Reynolds, Catherine	9/17/2014	approved agendas, debriefing notes from the meeting/training	6/5/2015 weekly
G2.B2.S1.MA1	Daily updates and conversations with administration regarding classroom instruction	Reynolds, Catherine	8/18/2014	classroom observations and student data	6/5/2015 daily
G2.B2.S1.MA1	coach's schedule	Reynolds, Catherine	8/18/2014	teacher lesson plans, observations, conversation between administration and reading coach	6/5/2015 daily
G2.B4.S1.MA1	iii and SAI schedules	Reynolds, Catherine	8/18/2014	Student data	6/5/2015 weekly
G2.B4.S1.MA1	schedules	Reynolds, Catherine	8/18/2014	EDW reports of student data	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Create a common planning schedule monthly that fits into the master schedule in order to meet the needs of the teachers.	Reynolds, Catherine	10/3/2014	Ms. Reynolds will create a monthly common planning schedule that will be shared via email to the teachers.	5/29/2015 monthly
G2.B1.S2.MA1	Ms. Reynolds will contact Mrs. Cromwell on Friday, September 26, 2014 as a reminder prompt.	Reynolds, Catherine	9/26/2014	Mrs. Cromwell will produce evidence of examples from her online search.	9/26/2014 one-time
G2.B1.S3.MA1	A meeting will be scheduled with Mrs. Lawson and administration to share information obtained from the Area 1 Instructional Support Team.	Reynolds, Catherine	10/22/2014	Data provided from Area 1, showing that the use of common planning has been effective .	10/22/2014 one-time
G2.B1.S3.MA1	Ms. Rubin (Reading Coach) will contact Mrs. Lawson on Thursday, October 9, 2014 as reminder prompt and what support is needed.	Rubin, Daria	10/9/2014	Mrs. Lawson will collect the data and resources from the area office as evidence.	10/9/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Plumosa School of the Arts will provide rigorous, relevant, and well planned math instruction aligned to the Mathematics Florida Standards.

G1.B2 Lack of differentiated instruction within the 60 minute math block.

G1.B2.S1 Teachers need professional development in the implementation of differentiated small group instruction within the 60 minute mathematics block and the use of supplemental math tools

PD Opportunity 1

Lead teachers will attend Area math cohort meetings, school based professional development, LTMs.

Facilitator

Daria Rubin/Cynthia Lawson/Grade Level Lead Math Teachers

Participants

Grade Level Math Teachers

Schedule

Monthly, from 10/1/2014 to 5/1/2015

G2. Plumosa School of the Arts will provide rigorous, relevant, and well-planned balanced literacy instruction aligned to the Language Arts Florida Standards.

G2.B1 There is not enough time for common planning during school.

G2.B1.S3 We will consult with the Area 1 Instructional Team to develop a plan to assist with common planning.

PD Opportunity 1

Will contact Area 1 support team to identify area resources/recommendations for common planning sessions.

Facilitator

Cynthia Lawson

Participants

All Staff

Schedule

On 10/17/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Plumosa School of the Arts will provide rigorous, relevant, and well planned math instruction aligned to the Mathematics Florida Standards.	35,939
Goal 2: Plumosa School of the Arts will provide rigorous, relevant, and well-planned balanced literacy instruction aligned to the Language Arts Florida Standards.	109,039
Grand Total	144,978

Goal 1: Plumosa School of the Arts will provide rigorous, relevant, and well planned math instruction aligned to the Mathematics Florida Standards.

Description	Source	Total
B2.S1.A1 - salary and benefits for 0.5 LTF	Title I Part A	32,939
B2.S1.A1 - VMATH Live	Title I Part A	3,000
Total Goal 1		35,939

Goal 2: Plumosa School of the Arts will provide rigorous, relevant, and well-planned balanced literacy instruction aligned to the Language Arts Florida Standards.

Description	Source	Total
B2.S1.A1 - salary and benefits of 0.5 reading coach	Title I Part A	32,939
B3.S1.A1 - salary and benefits for part time parent liaison	Title I Part A	6,335
B3.S1.A1 - parent training supplies: folders, paper, ink, pens, highlighters, post-it, refreshments	Title I Part A	406
B3.S1.A1 - student agendas	Title I Part A	1,200
B4.S1.A1 - salary and benefits for two 0.5 resource teachers	Title I Part A	65,879
B4.S1.A2 - salary and benefits for HQ tutors	Title I Part A	2,280
Total Goal 2		109,039