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**Title I Comprehensive Schoolwide Plan**  
**PLUMOSA SCHOOL OF THE ARTS (0871)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

Only 47% of students are proficient based on PM1 data. FY 24 56% of Low 25 performing students made gains in reading (9% increase across grades 3-8) 50% of students in K-2 are currently 1 or more grade levels below in phonics, and it is matriculating to students in Grades 3-8 who lack phonological awareness and phonics skills in order to engage and master current grade-level content and the F.A.S.T.

## 2. List the root causes for the needs assessment statements you prioritized.

Teachers lack the time and skills to teach phonics and phonological awareness to students in order to prepare them for 3rd grade. There is a gap in the vertical alignment of standards and benchmarks that teachers need in order to prepare students for the succeeding grade-level. Parents lack the training to provide phonics and phonological awareness support to students at home. Students fluency and comprehension development in early literacy are below grade level making it difficult for them to understand phonics and phonological awareness.

## 3. Share possible solutions that address the root causes.

Provide teachers in K-2 with a single adaptive technology and appropriate professional development to address learning gaps and incorporate relevant instructional strategies to scaffold for diverse learners. Provide students with additional opportunities to attend tutorials to strengthen phonics and phonological awareness skills. Provide workshops and training for parents to address early literacy skills at home.

## 4. How will school strengthen the PFEP to support ELA?

### • Communication

Provide parents with timely information regarding engagement and academic nights via ParentLink and School Newsletter.

### • Parent Training

Provide families with opportunities to engage with teacher about reading strategies and academic language via Read Aloud and Engagement nights. Introduce and train parents on how to access specific adaptive technology programs to support literacy at home.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Parent liaison will continue to seek input, and assist in maintaining open and on-going communication with parents.

- **Students**

Students will continue to be provided opportunities to engage in diverse learning; and are expected to participate fully in all school activities and advocate for themselves.

- **Parents**

Parents are encouraged to communicate with the school and other stakeholders; and encourage their child to participate productively in order to address all academic needs.

- **Staff Training**

Provide staff with opportunities to collaborate in order to identify and address vertical alignment of ELA benchmarks and standards for grades K-8. Invite regional and district personnel to address project-based and hands on learning, and how to infuse instruction and application so that parents can support students at home.

- **Accessibility**

Provide translations for families during parent engagement nights and stakeholder meetings. Provide flexible opportunities for families with disabilities to participate in engagement nights.

## **Math**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

FY 24 28% of 3rd Grade students are on track to meet end of year grade level expectations based on FAST PM2 Data. FY 24 4% of 4th Grade students are on track to meet end of year grade level expectations. (2% decrease from FY23) based on FAST PM2 Data FY 24 13% of 5th Grade students are on track to meet end of year grade level expectations (a 27% decrease) based on FAST PM2 Data FY 24 32% of 7th Grade students are on track to meet end of year grade level expectations (no change) based on FAST PM2 Data

2. List the root causes for the needs assessment statements you prioritized.

Lack of math foundational (regrouping/fractions) skills in grades 3-8. Lack of prior knowledge (grade 2 knowledge v. grade 3 knowledge), teachers lack vertical alignment. Lack of parent involvement and participation in family engagement nights Inconsistent attendance from students

3. Share possible solutions that address the root causes.

Identify vertical alignment/pupil progression via disaggregating prior year FAST data. Supplemental materials to practice and remediate; and effective professional development to train staff Incorporate more hands-on; project based lessons/adaptive technology Additional Small Group Support (Double Down Teacher/Academic Tutor) Additional Professional Development in addition to PLCs and PDD Day Peer to Peer Observations/More Feedback Content Expert/Champion Tutorial as early as possible/summer enrichment/remediation program Provide opportunities for parents to engage in math workshops and training to support students at home.

4. How will school strengthen the PFEP to support Math?

• Communication

Provide parents with timely information regarding engagement and academic nights via ParentLink and School Newsletter.

• Parent Training

Provide families with opportunities to engage with teacher about math strategies and academic language via flashcards, multiplication facts, and regrouping and engagement nights. Introduce and train parents on how to access specific adaptive technology programs to support math at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Parent liaison will continue to seek input, and assist in maintaining open and on-going communication with parents.

- **Students**

Students will continue to be provided opportunities to engage in diverse learning; and are expected to participate fully in all school activities and advocate for themselves.

- **Parents**

Parents are encouraged to communicate with the school and other stakeholders; and encourage their child to participate productively in order to address all academic needs.

- **Staff Training**

Provide staff with opportunities to collaborate in order to identify and address vertical alignment of Math benchmarks and standards for grades K-8. Invite regional and district personnel to address project-based and hands on learning, and how to infuse instruction and application so that parents can support students at home.

- **Accessibility**

Provide translations for families during parent engagement nights and stakeholder meetings. Provide flexible opportunities for families with disabilities to participate in engagement nights.

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

### 1. List prioritized needs statements.

FY 23 41% of students scored level 3 or above based on the Grade 5 Science SSA. FY 24 38% of 5th Grade students are on track to meet end of year grade level expectations based on a combination of District Level USAs and internal Progress Monitoring Assessments. FY 24 52% of 8th Grade students are on track to meet end of year grade level expectations based on a combination of District Level USAs and internal Progress Monitoring Assessments.

### 2. List the root causes for the needs assessment statements you prioritized.

Students lack knowledge of academic language, vocabulary and application of content (labs). Teachers have difficulty with providing differentiated instruction and scaffolding instruction for diverse learners. Identifying relevant and rigorous supplemental resources for remediation on the fair game standards Lack of background knowledge (Fair Game Standards) from grades K-4 Pacing Calendar does not address remediating Fair Game Standards Parents lack the training to address science vocabulary concepts with students at home.

### 3. Share possible solutions that address the root causes.

Provide opportunities to address hands on activities/labs after each unit. Opportunities to attend content related professional development. Providing staff training on Small group instruction and how to infuse in Science. Targeted Instruction using standards-based adaptive technology that reinforces instruction. Provide workshops and training for parents to address Grade 5 and Grade 8 Science concepts, and vocabulary skills at home.

### 4. How will school strengthen the PFEP to support Science?

#### • Communication

Provide parents with timely information regarding engagement and academic nights via ParentLink and School Newsletter specifically for Science.

#### • Parent Training

Provide families with opportunities to engage with teacher about science vocabulary, content strategies and academic language via at-home friend labs and Science engagement nights. Introduce and train parents on how to access specific adaptive technology programs to support Science at home.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Parent liaison will continue to seek input, and assist in maintaining open and on-going communication with parents.

- **Students**

Students will continue to be provided opportunities to engage in diverse learning; and are expected to participate fully in all school activities and advocate for themselves.

- **Parents**

Parents are encouraged to communicate with the school and other stakeholders; and encourage their child to participate productively in order to address all academic needs.

- **Staff Training**

Provide staff with opportunities to collaborate in order to identify and address vertical alignment of Science benchmarks and standards for grades K-8. Invite regional and district personnel to address labs, project-based and hands on learning, and how to infuse instruction and application so that parents can support students at home.

- **Accessibility**

Provide translations for families during parent engagement nights and stakeholder meetings. Provide flexible opportunities for families with disabilities to participate in engagement nights.

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### **Action Step: Classroom Instruction**

Build a learning community that sets high expectations, accommodates diverse learners, promotes collaboration, and supports students social/emotional needs.

Budget Total: \$211,645.15

| Acct Description                                                                                                                                                                        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                         |                         |             |            |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
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| Resource Teacher                                                                                                                                                                        | Resource Teacher- Students in grades 3-5 will receive pull-out instructional reading support based on diagnostic, iReady, and FSA data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                         |                         |             |            |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
| Resource Teacher                                                                                                                                                                        | Resource Teacher - Students in grades k-5 will receive pull-out instructional science support based on diagnostic, iReady and FSA data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                         |                         |             |            |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
| Resource Teacher                                                                                                                                                                        | Resource Teacher -Students in grades 6-8 will receive pull-out instructional Science support based on diagnostic, iReady and FSA data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                         |                         |             |            |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
| Supplies                                                                                                                                                                                | <table border="1"> <thead> <tr> <th data-bbox="449 683 1262 764">Item</th> <th data-bbox="1262 683 1409 764">Quantity</th> <th data-bbox="1409 683 1549 764">Rate</th> <th data-bbox="1549 683 1774 764">Supply Type</th> <th data-bbox="1774 683 1906 764">Type</th> <th data-bbox="1906 683 2030 764">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="449 764 1262 878">Spire - S.P.I.R.E. Workbooks K-8</td> <td data-bbox="1262 764 1409 878">100</td> <td data-bbox="1409 764 1549 878">\$10.00</td> <td data-bbox="1549 764 1774 878">Instructional Materials</td> <td data-bbox="1774 764 1906 878">Original</td> <td data-bbox="1906 764 2030 878">\$1,000.00</td> </tr> <tr> <td data-bbox="449 878 1262 992">Measuring Up Workbooks - English Language Arts and Mathematics Standards</td> <td data-bbox="1262 878 1409 992">20</td> <td data-bbox="1409 878 1549 992">\$15.00</td> <td data-bbox="1549 878 1774 992">Instructional Materials</td> <td data-bbox="1774 878 1906 992">Original</td> <td data-bbox="1906 878 2030 992">\$300.00</td> </tr> <tr> <td data-bbox="449 992 1262 1105">Bulletin Board Paper *Needs FDOE approval</td> <td data-bbox="1262 992 1409 1105">10</td> <td data-bbox="1409 992 1549 1105">\$49.99</td> <td data-bbox="1549 992 1774 1105">General Supplies</td> <td data-bbox="1774 992 1906 1105">Original</td> <td data-bbox="1906 992 2030 1105">\$499.90</td> </tr> <tr> <td data-bbox="449 1105 1262 1308">Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes</td> <td data-bbox="1262 1105 1409 1308">1</td> <td data-bbox="1409 1105 1549 1308">\$482.25</td> <td data-bbox="1549 1105 1774 1308">General Supplies</td> <td data-bbox="1774 1105 1906 1308">Original</td> <td data-bbox="1906 1105 2030 1308">\$482.25</td> </tr> </tbody> </table> | Item     | Quantity                | Rate                    | Supply Type | Type       | Total | Spire - S.P.I.R.E. Workbooks K-8 | 100 | \$10.00 | Instructional Materials | Original | \$1,000.00 | Measuring Up Workbooks - English Language Arts and Mathematics Standards | 20 | \$15.00 | Instructional Materials | Original | \$300.00 | Bulletin Board Paper *Needs FDOE approval | 10 | \$49.99 | General Supplies | Original | \$499.90 | Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes | 1 | \$482.25 | General Supplies | Original | \$482.25 | Quantity | Rate | Supply Type | Type | Total |
|                                                                                                                                                                                         | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Quantity | Rate                    | Supply Type             | Type        | Total      |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
|                                                                                                                                                                                         | Spire - S.P.I.R.E. Workbooks K-8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 100      | \$10.00                 | Instructional Materials | Original    | \$1,000.00 |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
|                                                                                                                                                                                         | Measuring Up Workbooks - English Language Arts and Mathematics Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20       | \$15.00                 | Instructional Materials | Original    | \$300.00   |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
|                                                                                                                                                                                         | Bulletin Board Paper *Needs FDOE approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10       | \$49.99                 | General Supplies        | Original    | \$499.90   |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
| Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | \$482.25 | General Supplies        | Original                | \$482.25    |            |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
| Spire - S.P.I.R.E. Workbooks K-8                                                                                                                                                        | 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | \$10.00  | Instructional Materials | Original                | \$1,000.00  |            |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
| Measuring Up Workbooks - English Language Arts and Mathematics Standards                                                                                                                | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | \$15.00  | Instructional Materials | Original                | \$300.00    |            |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
| Bulletin Board Paper *Needs FDOE approval                                                                                                                                               | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | \$49.99  | General Supplies        | Original                | \$499.90    |            |       |                                  |     |         |                         |          |            |                                                                          |    |         |                         |          |          |                                           |    |         |                  |          |          |                                                                                                                                                                                         |   |          |                  |          |          |          |      |             |      |       |
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Action Step: Parent and Family Engagement



Plan and provide opportunities for parents to receive training on how to assist their children to enhance learning time outside of the classroom at home.

**Budget Total: \$6,057.10**

| <b>Acct Description</b> | <b>Description</b>   |                 |             |                    |             |              |
|-------------------------|----------------------|-----------------|-------------|--------------------|-------------|--------------|
| Supplies                | <b>Item</b>          | <b>Quantity</b> | <b>Rate</b> | <b>Supply Type</b> | <b>Type</b> | <b>Total</b> |
|                         | Shipping for agendas | 1               | \$450.00    | General Supplies   | Original    | \$450.00     |
|                         | Laminating film      | 15              | \$19.99     | General Supplies   | Original    | \$299.85     |
|                         | Ink                  | 8               | \$68.00     | General Supplies   | Original    | \$544.00     |
|                         | Agendas              | 1000            | \$3.50      | General Supplies   | Original    | \$3,500.00   |
|                         | Chart paper          | 15              | \$50.00     | General Supplies   | Original    | \$750.00     |
|                         | Shipping             | 1               | \$21.86     | General Supplies   | Original    | \$21.86      |
|                         | Dry erase markers    | 10              | \$8.99      | General Supplies   | Original    | \$89.90      |
|                         | Copy paper           | 9               | \$44.61     | General Supplies   | Original    | \$401.49     |

### **Action Step: Professional Development**

Provide instructional staff optimum support through instructional coaching and targeted professional development opportunities.

**Budget Total: \$180,154.00**

| Acct Description                                                                                                                                                                                                                       | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |          |      |       |           |           |           |          |       |                                                                                                                                                                                                                                 |   |         |   |   |   |           |          |          |                                                                                                                                                                                                                                    |   |         |   |   |   |           |          |          |                                                                                                                                                                                                                                        |   |         |   |   |   |           |          |          |          |      |      |       |       |           |      |       |
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| LTF                                                                                                                                                                                                                                    | Learning Team Facilitator will support Teachers in grades K-5 with disaggregating data in order to guide instructional decisions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |          |      |       |           |           |           |          |       |                                                                                                                                                                                                                                 |   |         |   |   |   |           |          |          |                                                                                                                                                                                                                                    |   |         |   |   |   |           |          |          |                                                                                                                                                                                                                                        |   |         |   |   |   |           |          |          |          |      |      |       |       |           |      |       |
| Single School Culture Coordinator                                                                                                                                                                                                      | Single School Culture Coordinator will analyze data, facilitate PLCs, side by side coaching, SBT and provide professional development as needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |          |      |       |           |           |           |          |       |                                                                                                                                                                                                                                 |   |         |   |   |   |           |          |          |                                                                                                                                                                                                                                    |   |         |   |   |   |           |          |          |                                                                                                                                                                                                                                        |   |         |   |   |   |           |          |          |          |      |      |       |       |           |      |       |
| Teacher Collaboration                                                                                                                                                                                                                  | <table border="1"> <thead> <tr> <th data-bbox="447 456 1039 545">Item</th> <th data-bbox="1045 456 1188 545">Quantity</th> <th data-bbox="1194 456 1312 545">Rate</th> <th data-bbox="1318 456 1409 545">Days</th> <th data-bbox="1415 456 1520 545">Hours</th> <th data-bbox="1526 456 1644 545">Weeks</th> <th data-bbox="1650 456 1793 545">Certified</th> <th data-bbox="1799 456 1925 545">Type</th> <th data-bbox="1932 456 2030 545">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="447 550 1039 821">K-8 Math Teachers will use data to drive remediation planning for all students, plan lessons for family engagement, create differentiated project-based learning activities. Pre school and January after 2nd PM data released.</td> <td data-bbox="1045 550 1188 821">3</td> <td data-bbox="1194 550 1312 821">\$25.00</td> <td data-bbox="1318 550 1409 821">1</td> <td data-bbox="1415 550 1520 821">3</td> <td data-bbox="1526 550 1644 821">2</td> <td data-bbox="1650 550 1793 821">Certified</td> <td data-bbox="1799 550 1925 821">Original</td> <td data-bbox="1932 550 2030 821">\$450.00</td> </tr> <tr> <td data-bbox="447 826 1039 1097">K-5 Science Teachers will use data to drive remediation planning for all students, plan lessons for family engagement, create differentiated project-based learning activities. Pre school and January after 2nd PM data released.</td> <td data-bbox="1045 826 1188 1097">3</td> <td data-bbox="1194 826 1312 1097">\$25.00</td> <td data-bbox="1318 826 1409 1097">1</td> <td data-bbox="1415 826 1520 1097">3</td> <td data-bbox="1526 826 1644 1097">2</td> <td data-bbox="1650 826 1793 1097">Certified</td> <td data-bbox="1799 826 1925 1097">Original</td> <td data-bbox="1932 826 2030 1097">\$450.00</td> </tr> <tr> <td data-bbox="447 1102 1039 1373">K-8 ELA/Reading Teachers will use data to drive remediation planning for all students, plan lessons for family engagement, create differentiated project-based learning activities. Pre school and January after 2nd PM data released.</td> <td data-bbox="1045 1102 1188 1373">3</td> <td data-bbox="1194 1102 1312 1373">\$25.00</td> <td data-bbox="1318 1102 1409 1373">1</td> <td data-bbox="1415 1102 1520 1373">3</td> <td data-bbox="1526 1102 1644 1373">2</td> <td data-bbox="1650 1102 1793 1373">Certified</td> <td data-bbox="1799 1102 1925 1373">Original</td> <td data-bbox="1932 1102 2030 1373">\$450.00</td> </tr> </tbody> </table> | Item     | Quantity | Rate | Days  | Hours     | Weeks     | Certified | Type     | Total | K-8 Math Teachers will use data to drive remediation planning for all students, plan lessons for family engagement, create differentiated project-based learning activities. Pre school and January after 2nd PM data released. | 3 | \$25.00 | 1 | 3 | 2 | Certified | Original | \$450.00 | K-5 Science Teachers will use data to drive remediation planning for all students, plan lessons for family engagement, create differentiated project-based learning activities. Pre school and January after 2nd PM data released. | 3 | \$25.00 | 1 | 3 | 2 | Certified | Original | \$450.00 | K-8 ELA/Reading Teachers will use data to drive remediation planning for all students, plan lessons for family engagement, create differentiated project-based learning activities. Pre school and January after 2nd PM data released. | 3 | \$25.00 | 1 | 3 | 2 | Certified | Original | \$450.00 | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
|                                                                                                                                                                                                                                        | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Quantity | Rate     | Days | Hours | Weeks     | Certified | Type      | Total    |       |                                                                                                                                                                                                                                 |   |         |   |   |   |           |          |          |                                                                                                                                                                                                                                    |   |         |   |   |   |           |          |          |                                                                                                                                                                                                                                        |   |         |   |   |   |           |          |          |          |      |      |       |       |           |      |       |
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## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 1. Mission Statement

Plumosa School of the Arts K-8 unique learning environment provides students and parents with the opportunity to imagine, explore, create, and reach their potential in academics, dual language, the arts, and S.T.A.R. citizenship. With excellence and equity, we empower each family to reach their highest potential by fostering the knowledge, skills, and ethics required for responsible citizenship and productive careers. Our parent Involvement program will include parent and staff training, family activity nights, and after-school tutorials to provide parents and students with tools and strategies to expand learning beyond the school day.

## **Involvement of Stakeholders**

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

| Name              | Title                             |
|-------------------|-----------------------------------|
| Nathan J.         | SAC Chair                         |
| Gina G.           | Teacher/SAC Member                |
| Rachel N.         | PTA President/ Parent             |
| Anna S.           | PTA Member/Parent                 |
| Shaquala Coleman  | Assistant Principal               |
| Ronda Smith       | Principal                         |
| Reginald McKelvin | Single School Culture Coordinator |
| Laneishia Adderly | Parent                            |
| Lovett Leonard    | Parent                            |
| Kandra Bivins     | Parent                            |
| Johnny Kleckley   | Parent                            |

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Parents were invited to a number of meetings to provide input, suggestions and feedback. Representation of our school's demographics were included in the parent participation group. School Administration and SAC members are automatically included while other members are specifically invited and encouraged to become members in order to ensure equity and access representative of our school demographics.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders were invited to complete a comprehensive needs assessment in February 2024. Subgroups were formed to utilize parents' strengths and opportunities. These subgroups provide input through SAC meetings, surveys and regular communications. The school then takes all the feedback and creates a draft for parents to review. When final draft is approved, a compact of responsibilities is created and sent out to all members of the school community. This plan is reviewed regularly.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

The school held the PFEP Input meeting to elicit feedback from all stakeholders. The school used the input recording forms to document suggestions and changes. Parent feedback will be recorded in the input recording form and then distributed as minutes. Parent input will be used when planning the parent and staff training's. The parent engagement funds would be use to purchase materials and supplies needed to successfully implement trainings. New Parent Compact was created based on feedback and will be distributed to all families at the beginning of the school year. Copies are also made available at all parent /teacher meetings and in the front office.

| Name              | Title                             |
|-------------------|-----------------------------------|
| Nathan J.         | SAC Chair                         |
| Gina G.           | Teacher/SAC Member                |
| Ronda Smith       | Principal                         |
| Shaquala Coleman  | Assistant Principal               |
| Reginald McKelvin | Single School Culture Coordinator |

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

**1. What is the actual date, time and location of the Annual Meeting?**

September 18, 2024 at 5:30 pm, Media Center

**2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).**

ParentLink, Flyers, Posters, Twitter, Weekly Newsletter

**3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.**

Sign-in sheets, campus data, pens/pencils, chart paper, markers, FY25 SWP, FY25 School-Parent Compact, FY25 Parent and Family Engagement Plan, PowerPoint, handouts, agendas, invitations, and translated documents.

## **Staff Trainings**

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

**1. Staff Training for Parent and Family Engagement #1**

- Name of Training

TIDE/FAST, STAR, iReady, and Performance Matters

- What specific strategy, skill or program will staff learn to implement with families?

Teachers and staff will learn how to effectively use the TIDE/FAST, STAR, iReady, and Performance Matters platform to identify students strengths and areas of growth. This information will be used to meet with families to discuss student data and growth, and provides resources that families can access at home to support their child Teachers will also learn how to create/run reports to analyze students' growth over a period of time and how to use the resources available to remediate to assist students in reaching their annual growth goal.

- What is the expected impact of this training on family engagement?

Teachers will be able to share specific information about students needs and opportunities for growth. Teachers will able to work with parents to support their childs growth goal utilizing the TIDE/FAST, STAR, iReady, and Performance Matters platforms and other resources.

- What will teachers submit as evidence of implementation?

Teachers can provide data chat forms and parent conference notes.

- Month of Training

September

- Responsible Person(s)

Reginald McKelvin and Shaquala Coleman

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Trauma Sensitive Instruction and Relationships



- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn empathetic communication, trauma-informed parenting education, collaborative goal setting, cultural competency, strengths-based approaches, trauma-sensitive parent-teacher conferences, community resource connections, regular feedback channels, trauma-informed classroom practices, and parent support group facilitation to foster supportive relationships with families.

- What is the expected impact of this training on family engagement?

The training is expected to enhance family engagement by building trust, improving communication, empowering parents, and creating a supportive environment where families feel understood and valued. This can lead to increased involvement in their child's education, better collaboration with school staff, and ultimately, improved academic and socio-emotional outcomes for students.

- What will teachers submit as evidence of implementation?

Teachers may submit but are not limited to communication records (parent conference notes), lesson plans (SLL), parent feedback (surveys), professional development agenda/presentation, anecdotal notes (SIS Comments Log).

- Month of Training

January

- Responsible Person(s)

Reginald McKelvin and Shaquala Coleman

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

SIS/Paper/Google Classroom

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn how to access resources that will help monitor their child(s) performance, attendance, and classroom assignments at home. Parents will also use literacy programs such as Dreambox, iReady and Reading Plus to supplement learning at home by implementing reading strategies learned in class.

- Describe the interactive hands-on component of the training.

Parents will have the opportunity to register for SIS, navigate through Google Classroom, explore the activities on Dreambox/iReady/Reading Plus, and practice using Paper tutorial service that can be helpful in decreasing student stress and improving academic performance.

- What is the expected impact of this training on student achievement?

Parents will be able to effectively assist their child at home with homework which will yield a higher number of students participating in homework and successfully mastering literacy skills and concepts to improve learning outcomes. This will also help improve study habits, time management, and organizational skills for students and parents.

- Date of Training

October 9, 2024

- Responsible Person(s)

Reginald McKelvin and Shaquala Coleman

- Resources and Materials

Paper, laptops/computers, pens, sign-in sheets, Parent SIS pins, Smartboards, and how-to guides for Paper and Google Classroom.

- Amount (e.g. \$10.00)

0

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Family Literacy Night: Reading Under the Stars

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn how to effectively question their students and have conversations with their students about their readings using academic specific vocabulary.

- Describe the interactive hands-on component of the training.

Parents will have an opportunity to dive into text with a set purpose and how to question students based on the set standards/skill.

- What is the expected impact of this training on student achievement?

Parents will be able to reinforce standards and skills taught in school and to support their child with reading and closely analyzing text.

- Date of Training

December 4, 2024

- Responsible Person(s)

Reginald McKelvin, Shaquala Coleman, Ticondria Whitaker.

- Resources and Materials

Books, paper, ink, flashlights, batteries, notecards, post its, pens, smartboards

- Amount (e.g. \$10.00)

0

### 5. Parent and Family Capacity Building Training #3

- Name of Training

Space Odyssey

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will engage in game-based learning that hone in on math strategies they can use at home to assist their child with the grade-level standards and content to increase student outcomes and achievement.

- Describe the interactive hands-on component of the training.

Parents will have an opportunity to practice skills/standards through interactive labs, science stations, whole-group demonstrations, and other activities that target comprehension of scientific concepts.

- What is the expected impact of this training on student achievement?

Parents will be able to effectively assist their child at home with homework and other science content, which will yield a higher number of students who effectively understand classroom content and assignments to increase mastery.

- Date of Training

November 13, 2024

- Responsible Person(s)

Reginald McKelvin and Shaquala Coleman

- Resources and Materials

paper, pencil, markers, ink, pens, beakers, microscopes, smartboard, scales, water, vinegar, magnets, portable burner, other science equipment.

- Amount (e.g. \$10.00)

0

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

District and Regional Instructional Support

- Describe how agency/organization supports families.

The District and Regional Instructional Specialists support families by providing professional development in reading, ESE, ESOL, Dual Language, math, science and best practices/strategies on how parents can support instruction at home.

- Based on the description list the documentation you will provide to showcase this partnership.

PLC agenda, visitor logs, and calendar invites.

- Frequency

Bi-weekly

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Faulk Center for Counseling

- Describe how agency/organization supports families.

Faulk Center provides small group counseling and off site family counseling to families in need of mental health, grief and family support.

- Based on the description list the documentation you will provide to showcase this partnership.

visitor log, small groups groupings, parental consent form

- Frequency

Weekly for 16 weeks.

## 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Roots and Wings

- Describe how agency/organization supports families.

Roots and Wings provides donations of books to individual K-2 families to help support literacy at home especially with our ESOL/ELL population. Students and families will be given books to take home to create their at home libraries that can be shared with and read by family members. This builds literacy skills within the family unit. In addition, Roots and Wings provides funds through Uplift to support our tutorial program.

- Based on the description list the documentation you will provide to showcase this partnership.

Visitor log, tutorial sign in sheets, lesson plans

- Frequency

Weekly

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.



- **Description**

Parents will be notified of all Title I related meetings like the Annual Meeting and programs at least one week prior to the meeting utilizing Twitter, Weekly Smore Newsletters, letters/invitations sent home in English, Spanish and Creole; and Parentlink.

- **List evidence that you will upload based on your description.**

Agenda, sign-in sheets, and photo of weekly Smore Newsletter.

- **Description**

Parents will be informed about curriculum and assessments through Elementary & Middle School Roundup, Curriculum Night (reading, math, science), Dual Language Night, Parent /Teacher Conferences, Parent Newsletters, Diagnostic Reports, Report Cards, Progress Reports, I-ready Reports, and SIS Parent Gateway.

- **List evidence that you will upload based on your description.**

Agenda, sign-in sheets, and parent evaluation forms.

- **Description**

Parents will be notified of academic assessments via school assessment notification letters home, parent conferences, curriculum night, google classroom, SAC meetings, and progress and report cards.

- **List evidence that you will upload based on your description.**

Conference notes, sign-in sheets, and assessment notification letters.

- Description

Parents will be notified of opportunities to participate in decision-making related to the education of their children by: Title I Annual Meeting, SAC Meeting, social media; letters sent home in English, Spanish and Creole, personal phone calls from teachers, Parentlink, and One Voice. Optional dates and times for ESE, ELL, IEP, and 504 meetings will be provided to encourage parent attendance.

- List evidence that you will upload based on your description.

Agenda, sign-in sheets, parent evaluation forms

- Description

Optional dates, times, and locations (phone, Google Meet, or in-person) for ESE, ELL, and 504 meetings will be provided to encourage parent attendance.

- List evidence that you will upload based on your description.

Agenda, sign-in sheets for in-person and/or virtual meetings, Google Calendar invites.

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

#### 4. Families experiencing homelessness

- Description

ESOL Coordinator and CLFs will invite and encourage parents to attend ELL meetings via Google Meet or phone calls. They will translate all documents into Creole and Spanish to meet school population needs. CLF's will also record Parentlink messages into Creole and Spanish. CLF's will attend meetings to translate for parents. Translation headphones will be used during parent meetings.

- List evidence that you will upload based on your description.

SAC agenda, translated presentations, and translated flyers.

- Description

Plumosa will provide the following accommodations to parents with disabilities such as an elevator (elementary and middle), meetings held on the first floor (ESE Office), photos of braille (elevator), ramps (sidewalks, theater), handicapped parking spaces in the parking lot.

- List evidence that you will upload based on your description.

photos of handicapped parking spots, ramps, and braille writing, and map of ESE office on the first floor.

- Description

CLFs will call, invite, and encourage parents to attend ELL and other meetings. CLFs will serve as liaisons in order to address any barriers that these families may have. Through feedback, meeting times and dates will be flexible to accommodate parents work schedule. CLFS will conduct home visits when necessary and provide school supplies as well as uniforms to those students in need and share information about available services through Migrant Education Program.

- List evidence that you will upload based on your description.

CLF facilitator timesheets, parent conference notes, and translated presentations for migrant families.

- **Description**

School based team will meet to review and update student needs. Backpacks, school supplies, hygiene kits, school uniforms, clothing, shoes, etc. will be provided by the school as needed. School counselor will monitor needs by using the Student Housing Questionnaire and reaching out to District or other organizations for support. Counselor will work alongside families to support academic and social/emotional needs. School counselor will work with these families to address any possible barriers to participation and try to find ways to overcome them. Mental health counselor will offer support to families.

- **List evidence that you will upload based on your description.**

photos of the student supply closet (hygiene products), photos of clothing donated for families experiencing homelessness, and copy of Student Housing Questionnaire (SHQ) form (2479).

## **Other Activities**

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. **Activity #1**

**Activity #1**

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

### 1. Building Students' Non-Academic Skills

Plumosa SOA is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses S.T.A.R. for daily behavior management which provides a structure for helping students practice self-control, teamwork, become an active citizen, show respect and responsibility and engaged in instructional tasks. School-wide positive behavior universal guidelines "BE A STAR" are evident throughout the school. Positive praise and positive behavior awards are used to reinforce behaviors. Students can use their awards from treasure box, or purchase items from the School Store, etc. Teachers also use the Positive Behavior Awards system in SIS to reinforce positive behaviors and social emotional skills such as perseverance, positive attitude, helpfulness, etc. This will be communicate students' daily behavior and social emotional progress. Plumosa SOA has two school counselors, who provide various models of counseling support, which include: individual, small group, and grade level rotations. The school counselor focuses on students' needs on topics including: anxiety, divorce, parent loss, self-esteem, bullying, decision making, etc. Our counselor also supports family needs as well through home visits and connections to community resources. The counselors work closely with the City of Delray Beach to bring volunteers to Plumosa SOA to serve as volunteers, mentors and positive role models to our students. Currently, coaches from some of the little league football leagues regularly eat lunch with our students to discuss positive study and work habits, college preparedness, career options, and community involvement. The school participates in a monthly Character Counts program. Each month focuses on a different character pillar, such as trustworthiness, respect, caring, etc. The school counselor reinforces the character of the month during fine arts rotations. Students are nominated and recognized monthly based on the character of the month. One winner from the nominees is chosen to receive incentives, such as tickets to the Museum of Science, etc. in partnership with the City of Delray. Health and Wellness Initiatives have also been implemented in the school to build students' awareness of healthy choices. Students are taught and encouraged to make healthy choices in the lunch line and given the opportunity to eat additional healthy snacks from the "sharing table", Additionally, the school provides daily recess in accordance the state's guidelines and will participate in American Heart Association's "Jump Rope for Heart".

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

### 1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM and/or LLI. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System.

**Tier 1 Implementation:** What instructional, behavior/social-emotional and student support services ALL students are receiving o focused on grade level/subject area/behavior standards using effective large/small group instruction - Florida Standards based iReady program for reading and math - district resources in Blender -Positive Behavior Support (PBS) "S.T.A.R" Expectations (Self-Control, Teamwork, Active Citizenship, Respect & Responsibility) and the school's Universal Guidelines

**Tier 2 Implementation:** What some students receive in addition to Tier 1 instruction, additional 30 minutes of intensive intervention. focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need At Plumosa, some Tier 2 interventions for reading are: - LLI (Leveled Literacy Intervention) - Foundations Double Dose - iReady - Small group word study using Fountas and Pinnell Tier 2 Interventions for math: - small group instruction using models and manipulatives -Envision intervention resources

**Tier 3 Implementation:** Level 1 students receive in addition to intensive 30 minutes o focused on the skills that pose the greatest barrier to acceleration of student learning. Typically, the instruction is provided to individual students. - narrow focus on identified barrier - sometimes includes additional time using the specific intervention

\*Problem Solving Model  
The four steps of the Problem Solving Model are: Problem Identification, Problem Analysis, Intervention Design & Implementation, and Evaluating

MTSS/RtI Leadership Team: Principal, Ronda Smith School Based Team (SBT) Leader, Ticondria Whitaker ELL Coordinator, Carolyn Rivabella ESE Coordinator, Katherine Fuentes School Counselor, Twila Bolden Dual Language Coordinator, Gina Gelfand K-2 Instructional Coach, Deborah McAdoo 3rd Grade Instructional Coach, Christina Watson Classroom teachers (K-8) SAI Teachers

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*



## 1. Well-Rounded Education

The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)]. Plumosa SOA participates in the Extended Day schedule, in which students receive additional time added to the school day that is focused on arts instruction. Students participate in core classes that are supplemented with a 30-minute period of fine arts instruction. Our core classes include: English language arts (reading and writing), math, science, and social studies and are taught by certified, and highly qualified teachers. Our fine arts rotation consists of 10 offerings: band, strings, piano, drama, dance, art, physical education (P.E), chorus, media, and technology. K-2 students rotate through the fine arts each 10 days whereas, our grades 3-5 students rotate to their two specialties every other day. All of our Fine Arts courses are taught using a district approved curriculum by a certified teacher in that content area. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, RTI, and AMP (advanced math placement). AMP allows for students to accelerate their math course work starting in 3rd grade. By 5th grade, students who have been in AMP have the opportunity to study 6th grade math in preparation for more advanced coursework in middle school. Our AMP teacher provide acceleration and enrichment in math for students who demonstrate the need and desire to be challenged. Specific data reviewed such as IEP and ELL plans, SBT referrals and interventions plans, as well as assessment data from FSA, RRR, and iReady. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like AMP and SAI. SAI (Supplemental Academic Instruction) is provided in a pull out, small group environment, utilizing LLI to meet the needs of students who rank in the lowest 25% for reading. Our Instructional framework outlined for grades K-8 is focused and aligned to the Florida B.E.S.T Standards. Best practices, as well as resources for core instruction are also aligned. Teachers plan collaboratively with the help of resource teachers who help facilitate PLCs focused on planning instruction to meet the intent of the standards. Students can participate in extracurricular activities on campus such as drama club, performance choir, art club, drumline, and yearbook club which help them integrate academic skills into another discipline.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

### 1. Post-Secondary Opportunities and Workforce Readiness

The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE, ELL, Rtl, AMP (advanced math placement), and accelerated course work. Our Elementary AMP program is a pathway that leads to accelerated course work as they transition into Middle School. As we expand our Middle School Choice program we review incoming students previous coursework in search of opportunities to expose students to higher level course offerings, such as Career & Technical Education (CTE) courses, Performing Arts, and Musical Theory.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

## 1. Transition to Elementary School

Plumosa SOA offers an annual Kindergarten Round-up each Spring, which includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer be prepared for the start of Kindergarten. Our Kindergarten students participate in all the school events, inclusive of assemblies, special PTA events, reading partnerships with other classes, just to name a few. On-site school tours for new kindergarten families as part of K Round up. Our magnet coordinator offers year round tours for interested parents in addition to the tour given at kindergarten round up. Parents are encouraged to come meet and greet their child's teacher at the annual "Meet the Teacher" meeting prior to start of school to ensure an easy and independent transition on the child's first day. Kindergarten students participate in staggered start. Once students begin Kindergarten, parents are invited to a Curriculum Nights, Family Nights, STEAM Nights, and Parent Academies which outlines what their child will learn and able to do by the end of their Kindergarten year. The teacher meets with parents through the year to communicate progress towards 1st grade readiness.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers are enrolled in ESOL endorsement courses and ESE endorsement courses to keep abreast of instructional practices. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching. PLCs are supported by the instructional coaches and resource teachers. Regional and District curriculum support and resources on blender are also available for teachers to develop their skills sets. Faculty meetings and PD days are used for professional development around the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based on the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to Palm Beach County. The Educator Support Program (ESP) for new teachers is focused around developing capacity around PBMI. Community Language Facilitators (CLFs), Supplemental Academic Instruction instructors (SAI) and tutors participate in reading training to support a "double down" classroom model. This model allows for two trained adults to be working with students in each classroom. Paraprofessionals participate in trainings to support instructional delivery and behavior strategies.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale

- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

Plumosa SOA administration strives to recruit and retain high qualified and effective educators. Some strategies used for recruitment include: Job Fairs within the community and out county/state, collaboration with HR and our Region Office, word of mouth, and pay for performance. Additionally, Plumosa SOA has a strong commitment to preparing and thus recruiting future educators through the district's educator support program which places pre-service and intern teachers. Plumosa SOA also utilizes academic tutors to support small group instruction which in turn provide valuable school experience for potential permanent hires. Plumosa SOA serves to retain its teachers by providing levels of support throughout different stages of their careers. These include: Orientation ESP: Mentoring/Peer Teacher/Buddy include continuous support, lead mentor teacher, mentors, regular meetings, and reflective assignments teachers Teaching Team with Team Leaders to model best practices for effective instruction Collaborative Planning fosters professional discussions to inform teaching Department Chairs provide instructional support, professional advice, and a willing ear Coaching Support to develop pedagogy skills and content knowledge Ongoing and relevant Professional Development as described in the Professional Development section Open Door Policy to encourage faculty and staff to voice concerns or share praise Opportunities for part-time pay such as tutoring, club stipends Hospitality and Wellness events on campus to build community Positive Behavior Support (PBS) supports the overall climate of the school (i.e., CHAMPS, Tough Kids, etc.)