PLUMOSA SCHOOL OF THE ARTS

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Palm Beach County School Board on October 23, 2024.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Plumosa School of the Art's mission is to:

Educate

We are dedicated to ensuring every student succeeds here at Plumosa School of the Arts. To educate the whole child means loving and nurturing their inner creativity, challenging their perspective, and expanding their knowledge.

Affirm

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

Inspire

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Ronda Smith

Position Title

Principal

Job Duties and Responsibilities

As the principal of Plumosa School of the Arts K-8, the duties are to monitor and work with all staff listed above to ensure the implementation of MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps toward a continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district-recommended resources/materials. The principal is responsible for deepening the understanding of standards and engaging faculty, students, parents, and community members to understand the standards and the vision of academic success
aligned with college and career readiness. In addition, the principal hires and retains highly qualified employees and uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, the principal must reflect on completing all priorities and focus on those with the greatest leverage in improving instruction and learning.

Leadership Team Member #2

Employee's Name
Shaquala Coleman

Position Title
Assistant Principal

Job Duties and Responsibilities

As Assistant Principal, Ms. White supports professional learning and collaboration among teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.

Leadership Team Member #3

Employee's Name
Reginald McKelvin

Position Title
Single School Culture Coordinator

Job Duties and Responsibilities

As SSCC, Mr. McKelvin supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and

pedagogical content knowledge. The SSCC also assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Advisory Council (SAC) plays a pivotal role in the SIP development process. The SAC is comprised of a diverse group of stakeholders, including parents, teachers, community members, and school staff. Here's how the SAC contributes:

- **Review and Feedback**: The SAC reviews the draft SIP, providing feedback and suggestions based on their unique perspectives and expertise. This ensures that the plan is comprehensive and addresses the needs of various stakeholder groups.
- **Input on Goals and Strategies**: The SAC participates in discussions about the goals and strategies outlined in the SIP. Their input helps refine these elements to ensure they are realistic, measurable, and aligned with community expectations.
- **Monitoring and Evaluation**: The SAC assists in monitoring the implementation of the SIP and evaluates its effectiveness. They provide ongoing feedback and recommendations for adjustments as needed, helping to ensure that the plan remains relevant and effective throughout its execution.

Through this collaborative approach, the SIP development process becomes a shared effort, integrating diverse perspectives and fostering a strong sense of community ownership over the school's improvement efforts.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper

documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments and District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PMs 1, 2, & 3 in English Language Arts). Assessments for Algebra I will occur once a year.
The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. The ESOL Coordinator trains teachers to assess data, modify, and implement differentiated instruction based on the results of data.
The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas, including English Language Arts, Mathematics, Science, and Social Studies. The ESE Coordinator trains teachers to assess data, modify, and implement differentiated instruction based on the results of data.
In addition, we closely monitor the Acceleration.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**83.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	34	29	17	37	21	17	2	6	8	171
One or more suspensions	0	1	4	8	14	20	20	8	2	77
Course failure in English Language Arts (ELA)							0	1	1	2
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment					22	42	31	5	5	5	110
Level 1 on statewide Math assessment					34	29	31	7	7	3	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	23	24	47	53	41	6	6	2	220

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	6	0	0	1	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		24	28	32	21	19	18	2	1	145
One or more suspensions		1		1	5	10	7	11	4	39
Course failure in ELA		25	30	48	53	17	19			192
Course failure in Math		20	20	49	45	20	32			186
Level 1 on statewide ELA assessment				15	32	29	16	21	17	130
Level 1 on statewide Math assessment				13	17	35	32	12	14	123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	14	23	15						172

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		21	24	46	55	35	33	13	12	239

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				15						15
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	60	54	58	45	49	53	49	52	55
ELA Grade 3 Achievement **	67	56	59	39	50	56			
ELA Learning Gains	68	59	59				57		
ELA Learning Gains Lowest 25%	75	57	54				39		
Math Achievement *	62	56	59	50	51	55	50	45	42
Math Learning Gains	69	62	61				68		
Math Learning Gains Lowest 25%	77	59	56				70		
Science Achievement *	57	50	54	44	46	52	36	48	54
Social Studies Achievement *	88	65	72	74	63	68	57	57	59
Graduation Rate		80	71		73	74		38	50
Middle School Acceleration	89	71	71		68	70	51	51	51
College and Career Readiness		35	54		39	53		62	70
ELP Progress	56	59	59	47	53	55	66	64	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	768
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%	52%	54%	35%		53%	54%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	57%	No		
Black/African American Students	63%	No		
Hispanic Students	74%	No		
Multiracial Students	88%	No		
White Students	82%	No		
Economically Disadvantaged Students	66%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	24%	Yes	2	1
English Language Learners	47%	No		
Black/African American Students	41%	No		
Hispanic Students	60%	No		
Multiracial Students	71%	No		
White Students	77%	No		
Economically Disadvantaged Students	46%	No		
2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	39%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	51%	No		
Native American Students				
Asian Students				
Black/African American Students	48%	No		
Hispanic Students	60%	No		
Multiracial Students	59%	No		
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
					2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS								
All Students	60%	67%	68%	75%	62%	69%	77%	57%	88%	89%			56%
English Language Learners	43%	44%	69%	76%	39%	59%	67%	37%	75%				56%
Students With Disabilities	26%	33%	59%	70%	42%	72%	84%	20%	78%				40%
Black/African American Students	45%	57%	65%	71%	51%	67%	80%	39%	82%	83%			52%
Hispanic Students	71%	71%	75%	87%	71%	75%	61%	66%	88%	95%			56%
Multiracial Students	88%		87%		88%	87%							
White Students	85%	86%	66%		80%	64%		90%	100%	88%			
Economically Disadvantaged Students	52%	62%	64%	70%	57%	67%	76%	45%	87%	92%			54%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	45%	39%			50%			44%	74%				47%
Students With Disabilities	15%	7%			25%			11%	43%				42%
English Language Learners	35%	42%			39%			35%	69%				59%
Black/African American Students	31%	23%			40%			36%	57%				59%
Hispanic Students	50%	60%			58%			48%	82%				59%
Multiracial Students	76%				65%								
White Students	76%	80%			68%			70%	92%				
Economically Disadvantaged Students	36%	33%			43%			39%	66%				59%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	49%		57%	39%	50%	68%	70%	36%					66%
English Language Learners	42%		46%	36%	47%	69%	75%	24%					66%
Students With Disabilities	25%		41%	28%	30%	63%	59%	17%					52%
Native American Students													
Asian Students													
Black/African American Students	35%		46%	40%	37%	67%	73%	19%					65%
Hispanic Students	61%		68%	38%	59%	70%	54%	62%					68%
Multiracial Students	45%				73%								
Pacific Islander Students													
White Students	77%		77%	38%	73%	66%		64%					
Economically Disadvantaged Students	43%		55%	38%	45%	66%	69%	33%					67%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	59%	54%	5%	55%	4%
Ela	4	38%	52%	-14%	53%	-15%
Ela	5	49%	57%	-8%	55%	-6%
Ela	6	66%	56%	10%	54%	12%
Ela	7	69%	50%	19%	50%	19%
Ela	8	64%	53%	11%	51%	13%
Math	3	54%	59%	-5%	60%	-6%
Math	4	27%	50%	-23%	58%	-31%
Math	5	45%	58%	-13%	56%	-11%
Math	6	66%	60%	6%	56%	10%
Math	7	57%	36%	21%	47%	10%
Math	8	80%	63%	17%	54%	26%
Science	5	47%	53%	-6%	53%	-6%
Science	8	67%	48%	19%	45%	22%
Civics		88%	66%	22%	67%	21%
Algebra		91%	53%	38%	50%	41%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

The data component that showed the most significant improvement at Plumosa School of the Arts was 3rd grade ELA, which saw a remarkable 28% increase, jumping from 39% to 67%. This achievement is a testament to the collaborative efforts of our dedicated teachers, targeted interventions, and enhanced instructional strategies. One of our new actions was strengthening our after-school tutorial programs, particularly for students performing at Levels 1 and 2, providing tailored support and additional practice. We also placed a stronger focus on professional development for our teachers, equipping them with data-driven strategies to address gaps in learning. Our consistent emphasis on family engagement through communication and collaborative partnerships also played a crucial role in driving these positive outcomes across all subject areas and subgroups.

Additionally, our overall ELA scores increased from 45% to 60%, and Civics scores saw a 14% increase, rising from 74% to 88%. These gains demonstrate the effectiveness of our school-wide initiatives and commitment to student success.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data components showing the lowest performance in SY24 were Kindergarten and 4th grade, with both performing below 50%. In Kindergarten, 55% of students scored below the 40th percentile. Several factors contributed to this outcome, including initial teacher vacancies, which delayed the consistent implementation of our new phonics program, UFLI, until after October. This delayed start and challenges, such as poor attendance, hindered early literacy development and overall performance for this grade level.

In 4th grade, 61% of students scored below a Level 3. This cohort entered the year performing 1-2 years or more below grade level. Despite our targeted efforts through a double-down model and intentional planning, including differentiated instruction and additional interventions, the growth demonstrated across other grade levels did not fully materialize for these students. The significant learning gaps in this group, exacerbated by prior learning interruptions, contributed to their lower performance. Moving forward, we are focusing on refining our approaches to early intervention,

increasing instructional support, and strengthening attendance initiatives to better address these challenges.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was our Kindergarten performance, with a 15% decrease compared to the previous cohort. Several factors contributed to this decline, most notably the teacher vacancies at the beginning of the school year, which disrupted the continuity of instruction. Additionally, the delayed implementation of our new phonics program, UFLI, which began after October, impacted the development of foundational literacy skills. Poor attendance also played a role, as it further interrupted students' ability to consistently engage with early learning instruction. These combined factors created challenges that affected overall student performance in Kindergarten.

Moving forward, we are addressing these issues by ensuring early and consistent implementation of instructional programs, minimizing disruptions due to vacancies, and focusing on attendance improvement strategies to prevent similar declines in the future.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average was our English Language Proficiency (ELP), where our students scored 56%, while the state average was 59%. Although we fell slightly below the state average in this area, it is important to note that our English Language Learners (ELLs) showed significant growth, with a 9% increase from the previous year. Several factors contributed to this gap, including the varying levels of English proficiency among our ELL population and the challenges of supporting students who are often learning English for the first time. Additionally, many of our ELL students come from diverse linguistic backgrounds, which can require differentiated instructional approaches to address their specific needs. Despite these challenges, the upward trend in our ELL performance reflects the effectiveness of our targeted interventions, including the use of more individualized language support programs and a focus on professional development for teachers to better support language acquisition.

We are confident that, with continued focus on these strategies, we will soon be able to close the gap and surpass the state average.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the Early Warning System (EWS) data, two potential areas of concern have been

identified. First, attendance in grades K-1 is an issue, with 35% of students missing ten or more days. Chronic absenteeism at these early grade levels can significantly impact foundational skill development, particularly in literacy and numeracy, which are critical for future academic success. The second area of concern is the high percentage of 3rd and 4th-grade students showing two or more Early Warning Indicators (EWIs), with approximately 50% flagged in SY24. This combination of risk factors—such as low attendance, poor academic performance, and behavioral concerns—suggests that many students in these grade levels are at risk for continued academic struggles.

Addressing these concerns will require targeted interventions, including attendance improvement strategies, early interventions for academic deficiencies, and enhanced support systems to address the multiple risk factors affecting these students.

Highest Priorities

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

Our highest priorities for school improvement in the upcoming school year are as follows:

1. **Strengthening K-2 Foundations**: We will focus on building a stronger academic foundation in K-2, emphasizing early literacy and numeracy. This includes fully implementing a robust phonics program (UFLI) and ensuring explicit planning around small-group instruction to meet student's diverse needs.

2. **Data-Driven Instruction**: We will prioritize the continuous monitoring of student data to drive instructional decisions. By analyzing data more frequently and making real-time adjustments, we aim to close learning gaps more effectively and ensure that instruction is targeted and impactful.

3. **Attendance Improvement**: Addressing chronic absenteeism, particularly in K-1, will be a key focus. With 35% of students in these grades missing 10 or more days, we will implement strategies to improve attendance, such as parent outreach, attendance incentives, and individualized support for families facing challenges.

4. **Supporting ELL Growth**: While our English Language Learners (ELL) showed improvement last year, we will invest in further strengthening support for these students to close the gap with the state average. This includes enhanced language acquisition programs and professional development for teachers to ensure effective strategies are in place.

5. **Interventions for At-Risk Students**: For grades 3-4, we will focus on providing intensive interventions for students with two or more Early Warning Indicators (EWIs). This includes academic and behavioral supports designed to address the underlying issues affecting their performance and set them on a path to success.

These priorities are designed to create a pipeline for success as students matriculate through our program, ensuring they are well-prepared for future academic challenges.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At our school, literacy is a key focus as we work to increase the reading skills of all scholars. Through intentional professional development, teachers are equipped with strategies to enhance instruction and meet diverse learning needs. Collaborative planning sessions allow educators to design targeted lessons that address individual student needs, ensuring that instruction is data-driven and responsive. Additionally, small group instruction is prioritized, allowing for personalized support that helps students progress at their own pace. These efforts work together to create a comprehensive approach to improving literacy across the campus.

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

Our K-2 focus is on phonics and phonemic awareness. At the start of the school year, teachers are trained to implement the newly adopted phonics program UFLI and Heggerty's for phonemic awareness. This ensures consistent and effective phonics instruction, which we believe will lead to significant student growth and help build stronger readers.

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

In grades 3-5, our instructional practices in reading and ELA focus on targeted professional development for teachers in small group and differentiated instruction, along with ongoing feedback. We prioritize support for students with disabilities and ESOL students by incorporating strategies such as bilingual dictionaries, glossaries, and language facilitators while also utilizing "can-do" descriptors for intentional planning. ESE support facilitators will join content-specific PLCs to ensure that interventions are aligned with the standards.

Grades K-2: Measurable Outcome(s)

Our goal for K-2 is to reduce the percentage of students scoring below the 40th percentile from 55% to less than 40%. In first grade, we aim to decrease this from 38% to 30%, and in second grade, from

39% to 30%.

Grades 3-5: Measurable Outcome(s)

Our goal for grades 3-5 is to reduce the number of students scoring below a level 3. For third grade, we aim to decrease this from 36% to 30%, for fourth grade from 61% to 40%, and for fifth grade from 49% to 40%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

A comprehensive plan has been created that identifies step-by-step core actions that can be monitored through a systematic approach. Through weekly commitments toward the pursuit of our goal, the leadership team, including our instructional coaches, will report and analyze data to determine the success of our plans and actions. Our monitoring techniques include:
Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology

Person responsible for monitoring outcome
Ronda Smith

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
- Implement differentiated small group instruction in all ELA classrooms to meet the diverse needs of learners. This approach ensures a variety of tasks, products, and processes that support students at their individual ability levels. - Use adaptive technology in digital and blended learning environments to provide remediation and enrichment in ELA and math, helping students build content knowledge. Conduct student data chats after each progress monitoring assessment to guide instruction. - ELA teachers will engage in standards-based instructional planning during Professional Learning Communities (PLCs), focusing on effective teaching strategies. An Implementation Guide for lesson plans will be provided to ensure best practices and equitable access to learning for all students. - In-school tutorials will be offered to provide targeted standards-based remediation, enrichment, and support for selected students, using data-driven intervention groups and specific interventions tailored to individual needs. - After-school tutorials will further support remediation, enrichment, and closing the achievement gap for data-selected students through standards-based instruction.

Rationale:

Differentiated small-group instruction allows teaching to be tailored precisely to what each student needs to progress. Ongoing observations and assessments enable teachers to effectively support and enhance student learning. Adaptive technology provides opportunities for personalized enrichment and remediation across various skills, leading to improved performance and increased scores. Standards-based teaching promotes accountability by aligning learning objectives to established standards, ensuring higher levels of achievement and guiding teachers to stay focused and on track. Instructional tutors will support the implementation of the Benchmark curriculum, ensuring materials and resources are used in a coherent sequence to optimize instruction. Tutorials will offer additional support for both remediation and enrichment, based on individual student needs.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Differentiated small group instruction:/ Building Teacher Capacity:

Person Monitoring:	**By When/Frequency:**
Shaquala Coleman	Daily/ Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
a. Literacy Coaches will provide training and support in and outside the classroom through the coaching cycle. b. SAI/ Interventionist teachers will provide interventions outside the 90-minute block to identified students. c. Teachers will create a small group rotational cycle to ensure that all students are being supported to the best of their abilities. d. Teachers will create engaging lesson plans utilizing various vetted resources, instructional materials, and teaching methodologies to support all learners. e.The LTF, Reading and Instructional coach to support teachers with analyzing data, examining standards, honing instructional practices, building instructional capacity, and assisting teachers with creating a positive classroom environment. The principal and assistant principal will monitor through fidelity walks.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning, and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

In grades K-1, attendance data was a cause for concern. During the 2024 school year, over 30% of

our K-1 students had more than ten absences. In line with the District's Strategic Plan, our goal is to promote a sense of belonging, safety, and acceptance for all students. Our main focus is to analyze student data trends to identify needs and encourage positive behaviors.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

This year, our goal is to reduce student truancy and attendance concerns by 10% and increase positive behavior awards by 10% by the end of this year. This objective is based on prior year data, which will serve as a benchmark to track progress. Specific measurable outcomes will be identified for each relevant grade level to ensure data-based improvements in attendance and behavior throughout the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Through attendance tracking in SIS, teachers, Admin, and attendance clerk will monitor student attendance.

PBIS will be monitored quarterly through data review.

Classroom observation
Scheduled pulling of Tutorial data (attendance)
Scheduled pulling of Attendance data
Scheduled pulling of Suspension data
Student Formative Assessment results
Monitoring will be done through the Ron Clark Academy (RCA) app for tracking points. We will review and monitor student discipline data at our monthly faculty meetings.

Person responsible for monitoring outcome

Reginald McKelvin

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
SWPBS Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale:
SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
PSOA House System

Person Monitoring:	**By When/Frequency:**
Ronda Smith	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
a. Each semester, assemblies are held to review behavior expectations. b. Teachers consistently reinforce expected behaviors both in and out of the classroom through positive rewards. c. Quarterly celebrations recognize student achievements and attendance. d. Monthly House meetings are conducted to foster motivation and team building. e. Ongoing recognition of student accomplishments is prioritized. f. Attendance is monitored through newsletters, announcements, and regular parent communication, including calls and letters. g. Principal communicates with parents weekly, highlighting the House System and our progress.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

N/A

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

N/A

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Plumosa SOA employs various strategies to improve students' skills beyond academics. They utilize the S.T.A.R. behavior management program, which focuses on self-control, teamwork, and responsibility. Positive Behavior Support (PBS) guidelines and awards further reinforce good behavior. Two school counselors provide individual, small group, and grade-level counseling, covering anxiety, self-esteem, and decision-making topics. The school also collaborates with the City of Delray Beach for mentorship programs, including community volunteers and coaches who mentor students on work habits and college readiness.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Plumosa SOA offers postsecondary and workforce preparation opportunities through programs such as Advanced Math Placement (AMP), which allows for math acceleration starting in 3rd grade. By 5th grade, students study 6th-grade math, preparing them for more advanced coursework in middle school. The school also supports Career and Technical Education (CTE) courses in middle school. Additionally, students engage in extracurricular activities like drama, art, and yearbook, which integrate academic and creative skills.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Plumosa SOA implements a schoolwide tiered model for behavior and academic support through their SBT/MTSS framework. Tier 1 includes Positive Behavior Support (PBS) and universal behavior guidelines. Tier 2 and 3 interventions provide additional support, with specialized programs like

Leveled Literacy Intervention (LLI) and small group instruction for reading and math. The school-based team uses a problem-solving model to assess and address students' academic and behavioral needs, ensuring that all interventions are research-based and data-driven.

Professional Learning and Other Activities
Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Professional learning at Plumosa SOA includes Professional Learning Communities (PLCs), where teachers collaborate to improve instructional strategies. They receive ongoing professional development, including training aligned with the Palm Beach Model of Instruction, based on Dr. Robert J. Marzano's framework. Teachers also engage in data analysis to improve instruction and use district resources to support academic goals. The school emphasizes recruiting and retaining effective teachers through mentorship programs, collaborative planning, and leadership support.

Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Plumosa SOA assists preschool children transitioning to elementary school through an annual Kindergarten Round-up, where parents receive training on what to expect in kindergarten. The school also hosts meet-and-greet events for parents and kindergarten teachers to facilitate a smooth transition. Once in kindergarten, children participate in schoolwide events and are gradually integrated into school routines with support from teachers and the broader school community.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00