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

ELA

1. List prioritized needs statements.

FY25 33% of K-2 students and 52% of 3-8 students are proficient based on PM2 data. FY 24 63% of Low 25 performing students made gains in reading (7% 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.

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 K-8 teachers with professional development around vertical alignment of standards and benchmarks. Provide students with additional learning opportunities to receive academic services 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

1. List prioritized needs statements.

FY25 52% of K-2 students and 25% of 3-8 students are proficient based on PM2 data. FY 24 58% of Low 25 performing students made gains in math

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

K-5 students have not mastered their basic facts, impacting their ability to effectively engage in grade-level work due to lack of reteaching opportunity. Lack of foundational math (regrouping/fractions) skills in grades 3-8 due to teacher capacity. Lack of prior knowledge (grade 2 knowledge vs. grade 3 knowledge), teachers lack vertical alignment. Parents lack the training to provide basic facts and foundational skills support to students at home. Instructional gaps prevent students from reteaching opportunities due to absences.

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 teachers 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 ongoing 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 their child is encouraged 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

1. List prioritized needs statements.

FY25 44% of 5th grade students are on track to meet end of the year grade level expectations based on CP4. FY25 54% of 8th grade students are on track to meet end of the year grade level expectations based on CP4. 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 content application (labs) due to lack of instructional strategies done in fidelity. Teachers have difficulty providing differentiated instruction and scaffolding instruction for diverse learners. Teachers struggle to identifying relevant and rigorous supplemental resources for remediation of the fair game standards due to the lack of vertical alignment Lack of background knowledge (Fair Game Standards) from grades K-4 Pacing calendar does not address remediating Fair Game Standards, which leads to limited opportunities to review or reteach. 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 it into science. Targeted Instruction using standards-based adaptive technology that reinforces instruction. Provide workshops and training for parents to address Science concepts in Grades 5 and 8 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 the School Newsletter specifically for Science.

• Parent Training

Provide families with opportunities to engage with teachers 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 ongoing 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 their child is encouraged 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.

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: \$314,693.50

Acct Description	Description														
Online subscription	Item						Quantity	Rate	Type	Total					
	Generation Genius K-8 Science - Targeting increased science proficiency school-wide in students in grades K-8. This program will provide students with simulation labs via videos and provide supplemental materials for teachers.						1	\$1,995.00	Original	\$1,995.00					
	Reflex Math - Program designed to increase math fluency for students in grades 2nd - 5th with an intentional focus on our L25 students.						1	\$3,295.00	Original	\$3,295.00					
	IXL 6-8 Math - Program will assist with our middle school math acceleration program and increase math proficiency in grades 6-8. Students will use this along with the core curriculum, as this will serve as the primary technology program for accelerated math.						250	\$13.25	Original	\$3,312.50					
Tutorial	Item						Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
Certified Teachers will provide afterschool tutorial to remediate Civics skills and concepts. Targeting 7th grade students Lowest 25%						1	\$37.00	2	1.5	10	Certified	Original	\$1,110.00		

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers will provide afterschool tutorial to remediate ELA/Reading skills and concepts. Targeting K-8 students in Lowest 25%	5	\$37.00	2	1.5	18	Certified	Original	\$9,990.00	
	Certified Teachers will provide afterschool tutorial to remediate math skills and concepts. Targeting K-8 students in lowest 25%	7	\$37.00	2	1.5	18	Certified	Original	\$13,986.00	
	Certified Teachers will provide afterschool tutorial to remediate science skills and concepts. Targeting K-8 students in lowest 25%	2	\$37.00	2	1.5	10	Certified	Original	\$2,220.00	
	Amend #14/BT 515451- Expanding current tutorial already written into the SWP	1	\$37.00	1	50	1	Certified	Amendment	\$1,850.00	
Consultants	Item						Quantity	Rate	Type	Total
	Hey Tutor - Used for Spring Tutorial for students in 4th and 5th grade to increase learning gains in ELA/Math, targeting L25 students.						1	\$8,000.00	Original	\$8,000.00
	Hey Tutor - Used for Fall Tutorial for students in 4th and 5th grade to increase learning gains in ELA/Math, targeting L25 students.						1	\$8,000.00	Original	\$8,000.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	JJ Boot camp speed bag 5th-grade science - Supplemental Test Prep Book	5	\$375.00	Instructional Materials	Original	\$1,875.00
	Adjustment - benefits credit and final allocation.	1	\$5,462.00	General Supplies	Other	\$5,462.00
	Amend #14/BT 515451- Reduced classroom supplies to cover benefits difference	-1	\$1.00	General Supplies	Amendment	-\$1.00
	BT 519383 - Reducing budget for IXL quote increase	1	-\$993.75	General Supplies	Budget Transfer	-\$993.75
Resource Teacher	The resource teacher will work with students in grades K-2 using pull-out instructional reading support based diagnostic, iReady and FAST data.					
Resource Teacher	The resource teacher will work with students in grades 3-5 using pull-out instructional methods to provide science/math support based on diagnostic, iReady and FAST data.					
Extra Periods	(Amend #14) Added 4 Day-to-Day Extra Period Supplements- Need Extra Period to Support Math grades 6-8 (Stephanie Roehm), Support Science grades 6-8 (Carolina Haayen), Support ELA/ Reading Grades 6-8 (J. Lacativa), Support ELA/ Reading Grades 6-8 (Maldonado)					
Resource Teacher	The resource teacher will work with students in grades 3-5 using pull-out instructional reading support based diagnostic, iReady and FAST data.					
Resource Teacher	The resource teacher will support students in lowest 30% in ELA/Math, Grades K-8, via push-in model.					

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: \$6,105.25

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	14	\$44.61	General Supplies	Original	\$624.54
	Student Agendas	1000	\$3.50	Program Supplies	Original	\$3,500.00
	Shipping for Student Agendas	1	\$449.90	Program Supplies	Original	\$449.90
	Ink	8	\$68.00	Technology	Original	\$544.00
	Chart paper	15	\$50.00	General Supplies	Original	\$750.00
	Laminating Film	6	\$19.99	General Supplies	Original	\$119.94
	Dry erase markers	13	\$8.99	General Supplies	Original	\$116.87

Action Step: Professional Learning

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

Budget Total: \$100,474.00

Acct Description	Description																	
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="447 175 1029 248">Item</th> <th data-bbox="1039 175 1190 248">Quantity</th> <th data-bbox="1190 175 1310 248">Rate</th> <th data-bbox="1310 175 1411 248">Days</th> <th data-bbox="1411 175 1520 248">Hours</th> <th data-bbox="1520 175 1644 248">Weeks</th> <th data-bbox="1644 175 1795 248">Certified</th> <th data-bbox="1795 175 1925 248">Type</th> <th data-bbox="1925 175 2022 248">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	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.	5	\$25.00	1	2	3	Certified	Original	\$750.00									
	Civics 7th grade will use data to drive remediation planning for all students, plan lessons for family engagement, create differentiated project-based learning activities.	1	\$25.00	1	2	3	Certified	Original	\$150.00									
	K-8 Science Teachers will use data to drive remediation planning for all students, plan lessons for family engagement, create differentiated project-based learning activities.	2	\$25.00	1	2	3	Certified	Original	\$300.00									
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.	5	\$25.00	1	2	3	Certified	Original	\$750.00										
Single School Culture Coordinator	(Amend #14) Added-The SSCC is a leadership role responsible for overseeing elementary math instruction, curriculum implementation, Title I programs, math-focused PLCs, state and district testing, and the master schedule. The SSCC provides instructional coaching, supports professional development, ensures compliance with federal programs, and promotes data-driven practices. This position works closely with school leadership and staff to improve student achievement and ensure a cohesive, high-quality educational experience across all grade levels.																	

Acct Description	Description
LTF	The Learning Team Facilitator will work with teachers in grades K-5 to provide support disaggregating data in order to guide instructional decisions.

Mission Statement

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

Name	Title
Nathan J.	SAC Chair
Gina G.	Teacher/SAC Member
Heather Maxime	PTA President/ Parent
Anna Sweeney	PTA Member/Parent
Valerie Vilmont	Assistant Principal
Ronda Smith	Principal
Laneishia Adderly	Parent
Kandra Bivins	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 2025. 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
Valerie Vilmont	Assistant Principal

Annual Parent Meeting

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

October 15th, 2025 at 5:30 in the 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.).

Notification will be provided via newsletter and call-out.

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

PowerPoint Presentation, parent handout, agenda, and sign in sheets.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Data Dive!

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

Utilization of EDW, Renaissance, SIS, iReady, and FAST Portal to determine the specific needs of the students and how parents can support them at home.

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

The school will partner with parents to help support the specific needs of the students at school and home. Teachers will share strategies with parents via data chats to ensure skills are being implemented at home.

• What will teachers submit as evidence of implementation?

Sign in sheet, conference notes. and data chat sheet.

• Month of Training

September

- **Responsible Person(s)**

Administration and teachers

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Instructional Strategies for Success

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

We will provide teachers with strategies that focus on small group instruction that aligns with the achievement descriptor levels to improve student success. In addition, teachers will share strategies with parents that align with the achievement descriptor levels to support learning at home.

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

Teacher will provide resources and strategies to assist students at home.

- **What will teachers submit as evidence of implementation?**

Conference notes and SIS logs that reflect sharing strategies with parents.

- **Month of Training**

February

- **Responsible Person(s)**

Administration and teachers

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Science Night

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

Parents and students will engage in hands on learning activities that will assist in parental support at home.

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

The cafeteria will be transformed into a series of engaging stations, each offering a unique, hands-on activity directly connected to our science standards. Parents and students will rotate through these stations, visiting different teachers and volunteers who will guide them through interactive experiments and demonstrations. Each activity is designed to align with multiple science benchmarks, giving participants a fun and meaningful way to explore concepts while strengthening their understanding of key skills.

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

By participating, students will deepen their understanding of the science standards through direct, hands-on engagement. Parents and students will leave better equipped to discuss the learning outcomes of each standard using accurate scientific language, fostering meaningful conversations about concepts, skills, and real-world applications.

- Date of Training

September 2025

- Responsible Person(s)

Administration and teachers

- Resources and Materials

science materials and handouts

- Amount (e.g. \$10.00)

\$0

3. Parent and Family Capacity Building Training #2

- Name of Training

Math Night

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

Parents and students will engage in hands on learning activities that will assist in parental support at home.

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

The cafeteria will be set up as a series of interactive stations, each offering a unique, hands-on activity aligned with our math standards. These stations will provide engaging opportunities for participants to explore mathematical concepts in creative and practical ways, turning abstract ideas into fun, real-world experiences.

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

Through these activities, students will strengthen their understanding of the math standards, building confidence in applying concepts and problem-solving strategies. The hands-on approach will help them connect mathematical ideas to real-life situations, making learning both meaningful and memorable.

- **Date of Training**

January 2026

- **Responsible Person(s)**

Administration and teachers

- **Resources and Materials**

math manipulatives, hand outs

- **Amount (e.g. \$10.00)**

\$0

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Reading Under the Stars

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

Parents and students will participate in a reading event to help foster a love for reading at home.

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

Parents and students will gather under the stars to enjoy reading books together, creating a warm and memorable experience. This shared time will help foster a lifelong love of reading while strengthening family connections and encouraging a culture of literacy.

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

Students will be motivated to increase the amount they read at home, developing stronger reading habits that support comprehension, vocabulary growth, and overall literacy skills. Consistent at-home reading will also help nurture a love of books that extends beyond the classroom.

- Date of Training

December

- Responsible Person(s)

Administration and teachers

- Resources and Materials

Books and hand outs

- Amount (e.g. \$10.00)

\$0

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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.

Agenda, handouts, and calendar invites.

- Frequency

Bi-weekly

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

- Name of Agency

DATA for Counseling

- Describe how agency/organization supports families.

DATA provides small group counseling to students in need of mental health, grief, drug and alcohol, and family support.

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

small groups groupings and 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.

tutorial sign in sheets and lesson plans

- Frequency

Weekly

Communication

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

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 schedule, 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

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

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

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

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 intervention 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

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 coursework. Our Elementary AMP program is a pathway that leads to accelerated coursework 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

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, including assemblies, special PTA events, and 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 Learning

1. Professional Learning

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

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.)