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

ELA

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

1. List prioritized needs statements.

Only 23% of students are proficient based on PM1 data. FY 22 39% of Low 25 performing students made gains in reading (11% decrease-across 3-6)
FY 23 38% of 3rd Grade students are on track to meet end of year grade level expectations

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

Students lack foundational skills Teachers aren't comfortable with BEST standards (New Standards/New Curriculum Lack of prior knowledge

3. Share possible solutions that address the root causes.

Professional Development for teachers Extra practice for students Resources for remediation

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

Provide timely information around academics and parent nights.

• Parent Training

Reading Questions stems for parents to use when reading with students at home to support academic language used in classroom

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

• School

Parent liaison will assist in maintaining open and on-going communication with parents.

- **Students**

Students are expected to participate fully in all school activities and advocate for themselves.

- **Parents**

Parents are expected to communicate with the school, volunteer, and encourage their child to participate productively.

- **Staff Training**

In depth look at standards (deep dive), project based/hands on learning for students/parents,

- **Accessibility**

Translations during parent nights/meeting

Math

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

1. List prioritized needs statements.

FY 23 6% of 4th Grade students are on track to meet end of year grade level expectations FY 23 40% of 5th Grade students are on track to meet end of year grade level expectations FY 23 32% of 7th Grade students are on track to meet end of year grade level expectations

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

Lack of math foundational skills Fast Paced Pacing Calendar Student/ teacher attendance Lack of parental involvement New Standards

3. Share possible solutions that address the root causes.

Smaller class size Supplemental materials to practice and remediate 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

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

• Communication

Timely information around academics/parent nights Academic newsletter

• Parent Training

Ongoing support/training to reinforce math strategies

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

• School

Parent liaison will assist in maintaining open and on-going communication with parents.

• Students

Students are expected to participate fully in all school activities and advocate for themselves.

• Parents

Parents are expected to communicate with the school, volunteer, and encourage their child to participate productively.

- **Staff Training**

Deep dive into New Standards, hands-on/project based programs/activities, adaptive technology training

- **Accessibility**

Translations during parent nights

Science

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

1. **List prioritized needs statements.**

FY 22 36% of students scores level 3 or above FY 23 24% of students are on track to meet end of year grade level expectations

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

lack of vocabulary and exposure Teachers have difficulty with differentiated Instruction Additional resources to provide remediation around fair game standards Lack of background knowledge (Fair Game Standards) Pacing Calendar to include Fair Game Standards

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

more hands on activities/labs Professional development Small group instruction Targeted Instruction Science club

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

- **Communication**

Academic/Science Newsletter

- Parent Training

Science concepts/vocabulary and how to help at home

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

- School

Parent liaison will assist in maintaining open and on-going communication with parents.

- Students

Students are expected to participate fully in all school activities and advocate for themselves.

- Parents

Parents are expected to communicate with the school, volunteer, and encourage their child to participate productively.

- Staff Training

Science standards and labs

- Accessibility

Translations for parent meetings

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: \$222,675.50

Acct Description	Description																																									
Resource Teacher	Resource Teacher to provide Level 1 and Level 2 students (or those among the lowest 25% of academic performance) in grades Kindergarten (K) through fifth (5th) pull-out instruction in the area of English Language Arts (ELA).																																									
Supplies	<table border="1"> <thead> <tr> <th data-bbox="443 537 1203 610">Item</th> <th data-bbox="1203 537 1350 610">Quantity</th> <th data-bbox="1350 537 1488 610">Rate</th> <th data-bbox="1488 537 1774 610">Supply Type</th> <th data-bbox="1774 537 1904 610">Type</th> <th data-bbox="1904 537 2026 610">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 610 1203 683">Shipping for J&J Bootcamp</td> <td data-bbox="1203 610 1350 683">1</td> <td data-bbox="1350 610 1488 683">\$273.00</td> <td data-bbox="1488 610 1774 683">General Supplies</td> <td data-bbox="1774 610 1904 683">Original</td> <td data-bbox="1904 610 2026 683">\$273.00</td> </tr> <tr> <td data-bbox="443 683 1203 756">Paper (case)</td> <td data-bbox="1203 683 1350 756">6</td> <td data-bbox="1350 683 1488 756">\$44.00</td> <td data-bbox="1488 683 1774 756">General Supplies</td> <td data-bbox="1774 683 1904 756">Original</td> <td data-bbox="1904 683 2026 756">\$264.00</td> </tr> <tr> <td data-bbox="443 756 1203 870">J&J bootcamp consumables packages for teacher packages of 25 gr 5</td> <td data-bbox="1203 756 1350 870">5</td> <td data-bbox="1350 756 1488 870">\$675.00</td> <td data-bbox="1488 756 1774 870">Instructional Materials</td> <td data-bbox="1774 756 1904 870">Original</td> <td data-bbox="1904 756 2026 870">\$3,375.00</td> </tr> <tr> <td data-bbox="443 870 1203 984">Storyworks additional reading materials for extra practice</td> <td data-bbox="1203 870 1350 984">300</td> <td data-bbox="1350 870 1488 984">\$8.49</td> <td data-bbox="1488 870 1774 984">Instructional Materials</td> <td data-bbox="1774 870 1904 984">Original</td> <td data-bbox="1904 870 2026 984">\$2,547.00</td> </tr> <tr> <td data-bbox="443 984 1203 1057">Shipping - StoryWorks</td> <td data-bbox="1203 984 1350 1057">1</td> <td data-bbox="1350 984 1488 1057">\$295.50</td> <td data-bbox="1488 984 1774 1057">General Supplies</td> <td data-bbox="1774 984 1904 1057">Original</td> <td data-bbox="1904 984 2026 1057">\$295.50</td> </tr> </tbody> </table>						Item	Quantity	Rate	Supply Type	Type	Total	Shipping for J&J Bootcamp	1	\$273.00	General Supplies	Original	\$273.00	Paper (case)	6	\$44.00	General Supplies	Original	\$264.00	J&J bootcamp consumables packages for teacher packages of 25 gr 5	5	\$675.00	Instructional Materials	Original	\$3,375.00	Storyworks additional reading materials for extra practice	300	\$8.49	Instructional Materials	Original	\$2,547.00	Shipping - StoryWorks	1	\$295.50	General Supplies	Original	\$295.50
Item	Quantity	Rate	Supply Type	Type	Total																																					
Shipping for J&J Bootcamp	1	\$273.00	General Supplies	Original	\$273.00																																					
Paper (case)	6	\$44.00	General Supplies	Original	\$264.00																																					
J&J bootcamp consumables packages for teacher packages of 25 gr 5	5	\$675.00	Instructional Materials	Original	\$3,375.00																																					
Storyworks additional reading materials for extra practice	300	\$8.49	Instructional Materials	Original	\$2,547.00																																					
Shipping - StoryWorks	1	\$295.50	General Supplies	Original	\$295.50																																					
Resource Teacher	Resource Teacher to provide Level 1 and Level 2 students (or those among the lowest 25% of academic performance) in grades sixth (6th) through eighth (8th) pull-out instruction in the area of English Language Arts (ELA).																																									
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="443 1268 1388 1341">Item</th> <th data-bbox="1388 1268 1566 1341">Quantity</th> <th data-bbox="1566 1268 1715 1341">Rate</th> <th data-bbox="1715 1268 1873 1341">Type</th> <th data-bbox="1873 1268 2026 1341">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1341 1388 1414">Laptop chargers to allow home-school technology mobility</td> <td data-bbox="1388 1341 1566 1414">153</td> <td data-bbox="1566 1341 1715 1414">\$23.00</td> <td data-bbox="1715 1341 1873 1414">Original</td> <td data-bbox="1873 1341 2026 1414">\$3,519.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Type	Total	Laptop chargers to allow home-school technology mobility	153	\$23.00	Original	\$3,519.00																										
Item	Quantity	Rate	Type	Total																																						
Laptop chargers to allow home-school technology mobility	153	\$23.00	Original	\$3,519.00																																						

Acct Description	Description														
Online subscription	Item							Quantity	Rate	Type	Total				
	Study Island Site License (for grades 6-8) to improve mastery and retention by offering practice items built from your state standards with flexible modes to improve proficiency, especially in science and social studies.							1	\$2,200.00	Original	\$2,200.00				
Resource Teacher	Resource Teacher to provide Level 1 and Level 2 students (or those among the lowest 25% of academic performance) in grades Kindergarten (K) through fifth (5th) pull-out instruction in the area of English Language Arts (ELA).														
Tutorial	Item							Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified In-System Tutors to provide intervention for at-risk students in ELA and Math, Grades K-8, with an estimated start date of in October 2023							4	\$37.00	2	1.5	19	Certified	Original	\$8,436.00
	Certified In-System Tutors to provide intervention for at-risk students in ELA and Math, Grades K-8, with an estimated start date of in October 2023							1	\$37.00	2	1.5	7	Certified	Original	\$777.00

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: \$6,450.00

Acct Description	Description									
Supplies	Item		Quantity	Rate	Supply Type			Type	Total	
	Student Agendas		1000	\$3.50	General Supplies			Original	\$3,500.00	
	Shipping for agendas		1	\$450.00	General Supplies			Original	\$450.00	
	Ink Cartridges		8	\$68.00	Technology			Original	\$544.00	
	Paper for fliers / communication		10	\$44.00	General Supplies			Original	\$440.00	
Parent Support by School Staff	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Outside of contracted hours teachers will provide support for parent trainings		5	\$25.00	1	2.5	3	Certified	Original	\$938.00
Online subscription	Item						Quantity	Rate	Type	Total
	S'more - Newsletter templates for parent communicate						1	\$150.00	Original	\$150.00
	Canva up to 10 members allows us to communicate with parents through creating parent friendly documents and videos to improve home school connection						1	\$120.00	Original	\$120.00

Action Step: Professional Development

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

Budget Total: \$203,275.00

Acct Description	Description																											
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will analyze student performance data, facilitate PLCs, side-by-side coaching, SBT, and provide professional development as needed for all teachers of students in grades Kindergarten (K) through eighth (8th).																											
Coach	Reading Coach will lead PLCs, provide professional development, analyze data, and coach teachers (in the content area of reading) for teachers of grades Kindergarten (K) through eighth (8th) to implement B.E.S.T standards and new curriculum.																											
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="447 513 1470 594">Item</th> <th data-bbox="1470 513 1617 594">Quantity</th> <th data-bbox="1617 513 1774 594">Rate</th> <th data-bbox="1774 513 1900 594">Type</th> <th data-bbox="1900 513 2022 594">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="447 594 1470 881">Intstructional Leadership Team (Principal, Assistant Principal, Reading Coach, Teacher, Learning Team Facilitator) will attend different strands at the Model Schools Conference in Orlando, Florida in June 2024 (Exact Dates TBD) to explore best practice strategies within each core content area to increase learning outcome for at-risk children (Per Person Cost: Registration - \$1100; Transportation - \$178; Lodging - \$540; Per Diem - \$138</td> <td data-bbox="1470 594 1617 881">5</td> <td data-bbox="1617 594 1774 881">\$1,956.00</td> <td data-bbox="1774 594 1900 881">Original</td> <td data-bbox="1900 594 2022 881">\$9,780.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Intstructional Leadership Team (Principal, Assistant Principal, Reading Coach, Teacher, Learning Team Facilitator) will attend different strands at the Model Schools Conference in Orlando, Florida in June 2024 (Exact Dates TBD) to explore best practice strategies within each core content area to increase learning outcome for at-risk children (Per Person Cost: Registration - \$1100; Transportation - \$178; Lodging - \$540; Per Diem - \$138	5	\$1,956.00	Original	\$9,780.00																	
Item	Quantity	Rate	Type	Total																								
Intstructional Leadership Team (Principal, Assistant Principal, Reading Coach, Teacher, Learning Team Facilitator) will attend different strands at the Model Schools Conference in Orlando, Florida in June 2024 (Exact Dates TBD) to explore best practice strategies within each core content area to increase learning outcome for at-risk children (Per Person Cost: Registration - \$1100; Transportation - \$178; Lodging - \$540; Per Diem - \$138	5	\$1,956.00	Original	\$9,780.00																								
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="447 898 1018 979">Item</th> <th data-bbox="1018 898 1165 979">Quantity</th> <th data-bbox="1165 898 1291 979">Rate</th> <th data-bbox="1291 898 1386 979">Days</th> <th data-bbox="1386 898 1501 979">Hours</th> <th data-bbox="1501 898 1617 979">Weeks</th> <th data-bbox="1617 898 1774 979">Certified</th> <th data-bbox="1774 898 1900 979">Type</th> <th data-bbox="1900 898 2022 979">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="447 979 1018 1222">Collaborative Planning (Fall and Spring)- teachers will meet to analyze data and plan lessons that meet the ELA Benchmark 3-5 and B.E.S.T standards (July/August 2023)</td> <td data-bbox="1018 979 1165 1222">12</td> <td data-bbox="1165 979 1291 1222">\$25.00</td> <td data-bbox="1291 979 1386 1222">1</td> <td data-bbox="1386 979 1501 1222">4</td> <td data-bbox="1501 979 1617 1222">2</td> <td data-bbox="1617 979 1774 1222">Certified</td> <td data-bbox="1774 979 1900 1222">Original</td> <td data-bbox="1900 979 2022 1222">\$2,400.00</td> </tr> <tr> <td data-bbox="447 1222 1018 1334">Collaborative Planning during school year (outside of contract hours)</td> <td data-bbox="1018 1222 1165 1334">15</td> <td data-bbox="1165 1222 1291 1334">\$25.00</td> <td data-bbox="1291 1222 1386 1334">1</td> <td data-bbox="1386 1222 1501 1334">1</td> <td data-bbox="1501 1222 1617 1334">5</td> <td data-bbox="1617 1222 1774 1334">Certified</td> <td data-bbox="1774 1222 1900 1334">Original</td> <td data-bbox="1900 1222 2022 1334">\$1,875.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Collaborative Planning (Fall and Spring)- teachers will meet to analyze data and plan lessons that meet the ELA Benchmark 3-5 and B.E.S.T standards (July/August 2023)	12	\$25.00	1	4	2	Certified	Original	\$2,400.00	Collaborative Planning during school year (outside of contract hours)	15	\$25.00	1	1	5	Certified	Original	\$1,875.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																				
Collaborative Planning (Fall and Spring)- teachers will meet to analyze data and plan lessons that meet the ELA Benchmark 3-5 and B.E.S.T standards (July/August 2023)	12	\$25.00	1	4	2	Certified	Original	\$2,400.00																				
Collaborative Planning during school year (outside of contract hours)	15	\$25.00	1	1	5	Certified	Original	\$1,875.00																				

Mission Statement

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

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

1. Mission Statement

Plumosa School of the Arts 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's, family activity nights, and afterschool and Saturday tutorials to provide parents and students with tools and strategies to expand learning beyond the school day.

Involvement of Stakeholders

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

Name	Title
Brian H.	SAC Chair
Gina G.	Teacher/SAC Member
Marty R.	PTA President/ Parent
Megan B.	PTA Member/Parent
Jessica L.	Parent
Shaquala White	Assistant Principal
Ronda Smith	Principal
Leaha Weidenhamer	Reading Coach

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 May 2023. Sub groups were formed to utilize parents strengths and opportunities. These sub groups 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
Brian H.	SAC Chair
Gina G.	Teacher/SAC Member
Ronda Smith	Principal
Shaquala White	Assistance Principal
Leaha Weidenhamer	TOSA
Amanda Morreale	Reading Coach

Annual Parent Meeting

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

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

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;

- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

September 6th, 2023 5:30 pm, Media Center

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

One voice, ParentLink, flyers, labels, Marquee, Twitter, Facebook, Monthly Events Calendar

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

Sign-ins, data, pens, chart paper, markers, FY24 SWP, FY24 School-Parent Compact, FY24 Parent and Family Engagement Plan, PowerPoint, handouts, agendas, invitations, translated documents

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Social Emotional Learning

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

Teachers will learn the five competencies of the SEL Framework. They will learn strategies to create a safe and supportive school climate through social awareness, self-management, and responsible decision making.

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

Teachers will be able to use this knowledge to assist students and families with understanding and managing emotions, setting and achieving positive goals (at home and in school), and making responsible decisions. Parents will be able to meet the emotional needs of their students and learn how to assist their child with regulating emotion and decision making.

- What will teachers submit as evidence of implementation?

Teachers could submit Parent conference notes, behavior plans, or classroom management plan/systems

- Month of Training

October

- Responsible Person(s)

Shaquala White

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

iReady

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

Teachers and staff will learn how to effectively use the iReady platform to identify students strengths and areas of growth. Teachers will also learn how to create/run reports to analyze students growth over a period of time and how to use the resources available to remediate to assist students in reaching their annual growth goal

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

Teachers will be able to share specific information about students needs and opportunities for growth. Teachers will able to work with parents to support their childs growth goal utilizing the iready program and other resources.

- What will teachers submit as evidence of implementation?

Teachers can provide Parent conference notes, students conference notes

- Month of Training

September

- Responsible Person(s)

Shaquala White

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

N/A

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

N/A

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Math Strategies

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

Parents will learn math strategies to assist their child with the various math strands for the respective grade level.

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

Parents will have an opportunity to practice skills/standards through a variety of activities

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

Parents will be able to effectively assist their child at home with homework which will yield a higher students participate in homework and successfully mastering math concepts

- Date of Training

October 13, 2023

- Responsible Person(s)

Shaquala White

- Resources and Materials

Math Rotations/Centers- manipulatives, paper, pencil, parkers, ink, pens

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Reading Under the Stars

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

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

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

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

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

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

- Date of Training

December 4, 2023

- Responsible Person(s)

Shaquala White

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

SIS/Google Classroom

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

Parents will learn how to successfully navigate the student information system and google classroom which will allow them to successfully stay abreast on their childs academic progress

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

Parents will navigate platform with support from staff

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

Parents will be able to closely monitor their childs academic progress and have conversations to support and guide their child with successful completion of assignments

- Date of Training

September 20, 2023

- Responsible Person(s)

Shaquala White

- Resources and Materials

Chromebooks, chargers, paper, ink, pencil, pens, post it notes

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

0.00

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

South Region Support

- Describe how agency/organization supports families.

The Regional Specialist Support families by providing professional development in reading, math, and best practices/strategies on how parents can support instruction at home.

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

PLC agenda, visitor log

- Frequency

BiWeekly

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

- Name of Agency

Faulk center for counseling

- Describe how agency/organization supports families.

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

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

visitor log, small groups groupings, parental consent form

- Frequency

Weekly for 16 weeks.

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

- Name of Agency

Roots and Wings

- Describe how agency/organization supports families.

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

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

Visitor log, tutorial sign in sheets, lesson plans

- Frequency

Weekly

Communication

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

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

- Description

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

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

Agenda, sign-in sheets, parent evaluation forms, copy of parent invitation in the home languages, photo of school marquee and school website.

- **Description**

Parents will be informed about curriculum and assessments through Curriculum Night, Parent Academies, 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, parent evaluation forms, parent teacher conference forms outlining topics covered.

- **Description**

Parents will be notified of academic assessments via 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, parent evaluation forms.

- **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 and times 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, photos

Accessibility

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

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

CLFs will invite and encourage parents to attend PLL meetings via 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.

Translator schedules, photos of translations occurring at meetings, and SAC agenda.

- **Description**

Plumosa will provide the following accommodations to parents with disabilities such as an elevator, meetings held on the first floor, handicapped parking spaces in the parking lot, sign language interpreters from PBCSD, resource teachers from PBCSD for visually impaired and/or legally blind parents.

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

photos of handicapped parking spots, photos of sign language and/or visually impaired interpreter

- **Description**

CLFs will call, invite, and encourage parents to attend PLL 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.**

translated documents sent to provide to parents, CLF/sign language facilitator timesheets, home visit notes

- **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 student supply closet, Student Housing Questionnaire (SHQ) form (2479), notes on services/support provided

Other Activities

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

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Plumosa SOA is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses S.T.A.R. for daily behavior management which provides a structure for helping students practice self-control, teamwork, become an active citizen, show respect and responsibility and engaged in instructional tasks. School-wide positive behavior universal guidelines "BE A STAR" are evident throughout the school. Positive praise and positive behavior awards are used to reinforce behaviors. Students can use their awards from treasure box, or purchase items from the School Store, etc. Teachers also use the Positive Behavior Awards system in SIS to reinforce positive behaviors and social emotional skills such as perseverance, positive attitude, helpfulness, etc. This will be communicate students' daily behavior and social emotional progress. Plumosa SOA has a school counselor 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". Lastly, the school provides a daily "Computer Club" which also doubles as supervision for students who arrive to school as early as 7am and a "Gardening Club" to continue to teach students about our "Green School" efforts.

SBT/MTSS Implementation

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

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

1. SBT/MTSS Implementation

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

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

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

Tier 2 Interventions for math: -small group instruction using models and manipulatives -Envision intervention resources

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

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

MTSS/Rtl Leadership Team: Principal, Ronda Smith School Based Team (SBT) Leader, Meryn Leclair ELL Coordinator, Carolyn Rivabella ESE Coordinator, Katherine Fuentes School Counselor, Twila Bolden Dual Language Coordinator, Gina Gelfand K-2 Instructional Coach, Meryn Leclair 3rd Grade Instructional Coach, Christina Watson Classroom teachers (K-5) SAI Teachers

Provision of a Well-Rounded Education

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

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

- Courses/electives that are focused on job skills. education.

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

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

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

Professional Development

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

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

1. Professional Development

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

Recruitment and Retention of Effective Educators

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

Recruitment:

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

Retention:

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

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

1. Recruitment and Retention

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