Plumb Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

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Plumb Elementary School

1920 LAKEVIEW RD, Clearwater, FL 33764

http://www.plumb-es.pinellas.k12.fl.us

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

100% Student Success- Learning Gains for Each Scholar

Provide the school's vision statement.

Academic and Personal Growth for Each Scholar

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Del Duca, Holly	Principal	Job duties and responsibilities include the overseeing of the teaching and learning at the site. These duties include but are not limited to maintaining student achievement. Developing and implementing a school vision and mission. Creating a positive and inclusive school culture and climate. Leader of policies that impact school safety. Sustain a school climate and culture that supports the needs of students, staff, and families. Monitor student data for student growth and student achievement. Monitor the growth of L25 student achievement and ESSA student achievement. Support the work of ESE teachers and students in the academic and behavior tier process. Sustain a culture where teachers continue to develop professionally and where teacher leaders are grown. Maintain effective school operations and create a school community that is welcoming to all.
Stach, Carlie	Assistant Principal	The duties and responsibilities include but are not limited to being an instructional leader, curriculum and instructional manager, leader of school improvement goals. Additionally, responsibilities include monitoring data, school testing coordinator, and MTSS leader. Leads the work of family engagement, transportation, PBIS facilitator and teacher evaluator. Supports the school with operations, school safety, and transportation. Manages and supports ESE (exceptional student education), VPK (voluntary pre-kindergarten), and ESOL. (English language learners).
Kenngott, Nicole	Teacher, K-12	Classroom teacher who leads the work of Restorative Practices on the campus. She facilitates traininf for restorative practices and leads the SIP behavior goal. Her leadership impacts school culture, restoring relationships, and academic circles. She assists in monitoring school climate data. Lead site based mentor for new teachers or teachers new to the school. Fifth grade team leader. Monitors SIP goals in the area of school culture and climate, behavior. She also supports the work of Bridging the Gap initiatives and strategies used on campus.
Houtz, Kimberly	School Counselor	Duties and responsibilities include but are not limited to facilitating See Something, Say Something, Bully Investigation facilitator, 504 facilitator, gifted coordinator, delivers guidance lessons to classes and conducts small group social skills lessons. Assists in monitoring action steps of SIP in goals relating to school culture, PBIS and attendance. She also works as a member of the proactive threat assessment team.
Parrish, Mollie	Instructional Media	Ensures students and staff are supported with technology and media. Focuses on developing teachers in the use of technology as an instructional tool. Manages inventory, technology tickets, and equitable access to technology and library resources. Assists monitoring action steps in our school improvement plan with a focus on family engagement, English language arts, and ESSA goals related to English Language Arts. She implements programs across the campus that focus on reading and ways to use technology to increase rigor of standards-based lessons.

Name	Position Title	Job Duties and Responsibilities
Saari, Michelle	Teacher, K-12	Job responsibilities and duties include kindergarten classroom teacher. Kindergarten team leader. Teacher leader who focuses on professional development related to science of teaching and primary interventions. Works collaboratively with faculty and families to support family engagement across the campus. Leads school wide initiatives to promote enthusiasm for learning and positive school culture.
Leikam, Megan	Teacher, ESE	Teacher leader for autism team and prek team. Leads the work of creating and inclusive and safe environment for students with disabilities. Facilitates family engagement activities to support a positive school wide culture. Focuses on monitoring data for school improvement with a focus on students with disabilities.
Kourkoulos, Kathleen	Behavior Specialist	Job duties include but are not limited to being responsible for Tier 1 Behavior data and the monitoring of pbIS Tier 1 school wide behavior processes and incentives. Monitors Tier 2 and Tier 3 behavior. Implements FBA/PBIP. Collects and shares school data. Provides all behavior supports for ASD students. Provides individual support, with students and works collaboratively with families.

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

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

Throughout the school year the SIP is reviewed by staff during SIP meetings. This review includes review of implementation of strategies and outcome data. The SIP is shared with the SAC committee during meetings to get feedback and share the progress that the school is making towards SIP goals. Student and family input is gained from the annual stakeholder survey and this data was shared and used to impact decision making. At the end of the 2022-2023 school year the staff conducted activities to intentionally review and provide explicit feedback regarding the progress and effectiveness of the SIP goals.

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

The SIP will be reviewed during scheduled SIP meetings where specific goals are discussed and reviewed. Staff will be involved in ongoing data chats that support the work of the SIP and the progress of the students. The SBLT team will engage in ongoing data monitoring of Tier 2 and Tier 3 students to measure the impact of interventions. This data will be shared with the teachers to make instructional decisions to support growth.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	46%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	2	21	28	19	11	21	0	0	0	102
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	4	0	3	0	0	0	7
Course failure in Math	0	0	0	7	2	0	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	7	18	22	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	6	11	18	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	31	30	0	0	0	63

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	5	5	12	0	0	0	22

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	2	4	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	30	20	26	20	16	0	0	0	113
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	2	4	0	0	0	0	6
Course failure in Math	0	0	0	4	6	1	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	17	16	17	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	10	12	27	0	0	0	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	7	10	10	12	27	0	0	0	71

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	5	4	0	0	0	10

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	4	1	3	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	30	20	26	20	16	0	0	0	113
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	2	4	0	0	0	0	6
Course failure in Math	0	0	0	4	6	1	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	17	16	17	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	10	12	27	0	0	0	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	7	10	10	12	27	0	0	0	71

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	5	4	0	0	0	10

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	4	1	3	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	56	55	56	56	54	57
ELA Learning Gains	64	62	61	58	59	58
ELA Lowest 25th Percentile	52	55	52	47	54	53
Math Achievement*	67	62	60	62	61	63
Math Learning Gains	70	65	64	53	61	62
Math Lowest 25th Percentile	50	54	55	34	48	51

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*	54	57	51	58	53	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	79			67		

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	3	
ELL	54			
AMI				
ASN	78			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
BLK	36	Yes	3	
HSP	58			
MUL	67			
PAC				
WHT	62			
FRL	57			

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	56	64	52	67	70	50	54					79
SWD	16	52	53	26	18	13	23					91
ELL	47	56	60	58	52	50	31					79
AMI												
ASN	82			73								
BLK	22	58		26	62		10					
HSP	48	58	56	58	63	50	47					80
MUL	58			75								
PAC												
WHT	64	68	44	77	76	43	63					
FRL	46	65	61	56	64	48	38					78

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	54	54	35	57	56	36	52					69
SWD	25	31	33	27	31		7					
ELL	46	62		38	36		31					69

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	32			29								
HSP	43	48		45	30	30	30					67
MUL	71			76								
PAC												
WHT	63	56	40	65	61		63					
FRL	42	50	32	44	46	32	38					67

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	56	58	47	62	53	34	58					67
SWD	21	33	38	32	47	53	31					50
ELL	35	47	42	50	47	42	29					67
AMI												
ASN												
BLK	25	55		32	35	25	50					
HSP	36	49	43	56	58	42	39					59
MUL	62	56		59	39		60					
PAC												
WHT	64	60	52	68	55	38	66					80
FRL	41	57	58	51	51	33	44					65

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	57%	6%	54%	9%
04	2023 - Spring	53%	58%	-5%	58%	-5%
03	2023 - Spring	54%	53%	1%	50%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	62%	9%	59%	12%
04	2023 - Spring	65%	66%	-1%	61%	4%
05	2023 - Spring	73%	61%	12%	55%	18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	60%	10%	51%	19%

III. Planning for Improvement

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

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

School wide data increased in grade levels 3-5 in English Language Arts, Math and Science. There was a decline in 3rd grade proficiency in comparison to the previous year proficiency levels. This could be evidenced by the cohort lacking the basics in math fluency and required additional support needed with problem solving strategies. In third grade ELA students made continuous progress but did not exceed or meet the previous year performance. In the school wide view, while proficiency levels did increase, ELA is the lowest performing content area. As a school we focused on specific strategies across content areas that would impact engagement and student time on task. These strategies definitely made positive impact in all three content areas and with continued implementation and intentionality of planning, intentional instruction, collaboration and data usage proficiency levels will continue to increase in all content areas. Lower scores in ELA may be caused by gaps in foundational reading skills in students who are in the intermediate grades.

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

There was increase in ELA, Math and Science. ELA continued to be the lowest performing area. While there was not an area with a decline, we will be working to maintain/increase our math and science proficiencies and continue to increase ELA proficiencies.

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

There were no negative gaps in comparison to the state average. We performed at the same percent or higher in ELA, Math and Science.

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

Science showed the greatest growth. We continued implementing strong core instruction in science, implemented a focused review plan and got support from specialists to review science vocabulary. We held science ELP that focused on a specific plan for reteach, review and extend. Teachers continued to deepen their understanding of science standards and content limits. The critical strategy used was intentional use of data to ensure students who demonstrated gaps in understanding got the opportunity to engage in activities that retaught and reinforced their understanding.

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

Students with significant reading deficiencies is a concern across all grade levels.
Attendance rates which are impacting academic performance is also an area that we are focused on supporting and remediating.

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

I. Increase reading proficiency percent.
2. Maintain and/or improve math proficiency rates.
3. Support achievement and proficiency rates of Black students and exceptional needs students.
4. Support students with attendance concerns in the 10-20% absence range.
5. Support primary students with growth in phonics and phonemic awareness.

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

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus has been chosen to support the increase of student achievement in English Language Arts, math, and science. Based on data review of Star Early Literacy, Star Reading and the FAST test there is continued opportunity for increasing student proficiency percentages. Additionally, we will utilize the state science assessment (SSA) to monitor progress. The goal is to ensure students are authentically engaged in content and are working beyond compliance but with full engagement using strategies that meet the needs of all learners and strategies that are considered high yield strategies based on research. PLCs continue to focus on teachers planning for and implementing standard based lessons that include the use of collaborative structures, technology, monitoring and feedback that value high expectations. This year there will be a focus on deepening understanding of BEST standards across grade levels through vertical articulation, a continuation of utilizing common instructional language across the school and explicit teaching of content vocabulary. For science there will be planning and vertical articulation around the FSASS (Florida's State Academic Standards for Science). Teams will also continue to utilize data to drive instruction and build student capacity for understanding where they are in their learning progression.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Grades 3-5 ELA proficiency will increase from 60%-70% by May 2024, Grades 3-5 math proficiency will increase from 73% -80% by May 2024. Grade 5 science proficiency will increase from 70%-75% by May 2024. Third grade ELA proficiency will be at 70% by May 2024 as measured by the FAST assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The areas of focus for English Language Arts, math and science will be monitored by administration conducting walkthrough observations and reviewed observed instructional patterns, monitoring of district cycle data, ongoing progress monitoring data, ELFAC, running records, and FAST and STAR cycle data. Using school-based administrator walk-through tool there will be opportunity to provide specific feedback on instructional strategies, implementation of MTRs, and standards-based instruction.

Person responsible for monitoring outcome:

Holly Del Duca (delducah@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Classroom discussions will be used to focus on student achievement in science, math and ELA. Explicit and Systematic Instructional focus in English Language Arts and science, and the support of productive struggle in learning mathematics. Teacher clarity will be a focus through establishing planning and PLC times that ensure a deeper understanding of B.E.S.T standards and F.S.A.S.S standards.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Classroom discussion is a method of teaching that involves the entire class in a discussion. Through discussion students improve communication skills by voicing opinions and thoughts and allows teachers to hear student thinking and provide timely feedback to misconceptions.
Rational for explicit instruction in ELA and Science to provide instructional practice for novices as they learn new content. Teachers are more effective when providing explicit guidance with practice and feedback.

Rational for productive struggle in mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships while collaborating on math rich problems. Ensuring that teachers hav clear understanding across all grade levels of science standards, success criteria when instructing and are able to provide effective feedback to positively impact student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide support and feedback focused on explicit, systematic, and sequential approaches to reading and writing instruction including a gradual release of instruction. (ELA)
2. Prioritize engaging in immense amounts of reading, discussion, and writing with feedback ensuring students have time to engage in appropriate grade level work. (ELA/SCIENCE)
3. Use instructional practices that require students to do the work of the lesson. (ELA/MATH/SCIENCE)
4. Ensure instructional supports are in place for all learners during core instruction and independence, including students with exceptional needs, English Language supports. (ELA/MATH/SCIENCE)
5. Strengthen student inquiry skills through monitoring use of higher-level questioning, class discussions, problem solving activities and collaborative activities. (ELA/MATH/SCIENCE)
6. Implement student led conferences that allow students to set goals and understand/share their progress. (ELA/MATH/SCIENCE)
7. Employ instructional practices and routines that promote student-centered learning, and all students are provided feedback on their progression of learning. (ELA/MATH/SCIENCE)
8. Implement a plan for identifying students not meeting benchmark, including targeted instruction and frequent progress monitoring. (ELA/SCIENCE/MATH)
9. Use teacher leaders, for example, ELA champs to support others in the implementation of the standards, instructional strategies and the use of data. (ELA/SCIENCE/MATH)
10. Implement student-led conferences to allow students to share their academic goals and their progress with family members.
11. Implement the MTRs (Mathematical Thinking and Reasoning standards to ensure deep level thinking and appropriate engagement in math discourse and problem solving.
12. During collaborative planning/PLC discussions ensure that benchmarks are discussed across grade levels to gain understanding of prior knowledge and future learning to support student understanding of the Big Ideas of science.

Person Responsible: Holly Del Duca (delducah@pcsb.org)

By When: Evidence of this work will be monitored throughout the year with a goal of achievement by May 2024.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

While improving literacy outcomes for students is critical in all grade levels, we'll place a strategic focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school based professional development and feedback are provided. Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school based professional development and feedback are provided.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

First grade STAR data will increase from 65%-75% by PM 3.
Second grade STAR data will increase from 65%-75% by PM 3.
Kindergarten STAR Early Literacy data will increase from 72%-80% by PM 3

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will take place by focusing on ELFAC data, ongoing data chats and STAR data cycles. Administration will conduct walkthrough observations to observe implementation of effective use of early literacy instruction.

Person responsible for monitoring outcome:

Holly Del Duca (delducah@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teach students to decode words, analyze word parts, and recognize words.
Reinforce the effectiveness of instruction in alphabetics, fluency and vocabulary.
Teach students how to use reading comprehension strategies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

To develop literacy, students need instruction both in foundational reading skills and reading comprehension skills. Using evidence-based strategies will help students increase their reading proficiency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure teachers have understanding of BEST ELA standards.
Increase teacher knowledge of the science of reading and evidence based practices.

Implement a plan for monitoring progress of students who are not meeting benchmarks and frequently monitor progress.

Engage in ongoing professional development that includes norming walks, studying student work/data and focusing on use of high quality curricular materials.

Ensure a comprehensive approach to reading instruction is delivered that includes a focus on foundational literacy skills and comprehension.

Person Responsible: Holly Del Duca (delducah@pcsb.org)

By When: Implementation of this work will take place throughout the year with the expected outcomes to be reached by May 2024.

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Maintaining effective planned learning communities that focus on data, professional development and planning will support the continued academic progress of students and teacher capacity. By using the expertise of teacher leaders staff will be able to participate in activities that grow their own practive.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Grades 3-5 ELA proficiency will increase from 60%-70% by May 2024.
Grades 3-5 proficiency will increase from 73% -78% by May 2024.
Grade 5 science proficiency will increase from 70%-75% by May 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration attends planned learning community meetings to participate, facilitate and collaborate with instructional staff. Monitoring will take place during PLCs, monitoring of classroom instructional practices during classroom walkthroughs.

Person responsible for monitoring outcome:

Carlie Stach (stachc@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teacher Clarity
Planning and Predicting

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

High yield strategy of Teacher Clarity is critical for effective instruction of content and use of instructional strategies.
Planning and predicting is needed so that lessons are well organized, time is planned effectively, higher order questions are determined, and teachers can determine possible misconceptions.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implement a professional learning plan that includes an intentional plan for planned learning communities that focuses on professional development in the science of reading.
2.Implement a professional learning plan that includes an intentional plan for planned learning communities that focuses on review of student data, student artifacts and overall class and grade achievement.

3. Implement a professional learning plan that includes an intentional plan for planned learning communities that focuses on learning walks and/or lesson study to support the implementation of engaging instructional strategies.
4. Implement a professional learning plan that includes an intentional plan for planned learning communities that focuses on the opportunity for teacher leaders to lead the learning of their grade level, for example ELA Champions.

Person Responsible: Carlie Stach (stachc@pcsb.org)

By When: Implementation of this work will take place throughout the year with the expected outcomes to be reached by May 2024.

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Without a school PBIS system stakeholders operate under uncertainty. This creates an environment that does not permit all stakeholders to thrive. Plumb takes the stance that continuing to fine tune and elevate our school culture and climate is critical to continued and increased success,
Plumb elementary maintains a comprehensive positive behavior plan that is shared with all stakeholders and explicitly taught and practiced across the year to cultivate a positive school climate and culture. All stakeholders are responsible for their words, actions and contribution to the supportive network of creating and managing a positive school environment. Establishing a positive school classroom environment, campus environment is the foundation for the work that is done at Plumb Elementary. The administrative team is visible and accessible to all students, staff and families. All stakeholders work together to ensure that the school culture is positive, proactive and a safe place for students to learn, make mistakes and achieve.
Students learn the meaning of our Guidelines for Success. These guidelines are connected to all areas of the campus and to the ways of work within classrooms. All stakeholders have the opportunity to provide feedback on the positive behavior plan and each year there are parts that are adjusted to better meet the needs of our student population. The plan is shared with parents on our website, at back to school and each family gets a scholar/parent handbook that outlines the work of our positive behavior plan. In order to measure the effectiveness, we engage in data review and conduct walkthroughs to ensure consistency across the campus.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Academic Conferences held with 85% or more of families.
Increase attendance rate to 96%.
Maintain platinum PBIS status for the 2023-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored by using the PBIS tiered walkthrough form. It will be monitored by using STOIC walkthrough data. School based leadership team will use behavior data from school incident forms, school referrals and the tracking of using the positive reward initiatives to check for consistent implementation. We will use surveys such as the SAM, BOQ and TFI-RP to review our plan and continue to fine tune in the areas that are below expectation.

Person responsible for monitoring outcome:
Carlie Stach (stachc@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation PBIS (Positive Behavior Intervention Systems)
Implementation of CHAMPS to support classroom structure.
Implementation of Restorative Practices
Focus on the use of culturally responsive teaching strategies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These specific strategies are the used in the district and are strategies that when used consistently and intentionally support a strong and positive learning environment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Family and Community Goal:
Implement a multitiered family engagement program to include
student led conferences for grades prek-5 and programs that integrate the art into other academic content areas. Collaborate with parent teacher association to host family engagement and academic events. Engagement in PTA events, academic events, open house, and academic celebrations. Community Liaison will continue to grow mentoring programs and community partnerships.

Person Responsible: Holly Del Duca (delducah@pcsb.org)

By When: Evidence of this work will be monitored throughout the year with a goal of achievement by May 2024.

Attendance Action Steps
Develop and implement an attendance program to engage and reward classes for attendance. Use various methods of communication that focuses on the importance of attendance using school website, school messenger, school marquis, newsletters, SAC, PTA and school events.

Person Responsible: Kimberly Houtz (houtzk@pcsb.org)

By When: Evidence of this work will be monitored throughout the year with a goal of achievement by May 2024.

1. Implement and lead school professional development for psotive behavior initiatives.
2. Conduct norming walk throughs across the campus to ensure implementation of school wide behavior plan.
3. Collect, analyze and share school wide behavior data to all stakeholders.
4. Work collaboratively with families to communicate behavior expectations across the campus.

Person Responsible: Kathleen Kourkoulos (kourkoulosk@pcsb.org)

By When: Evidence of this work will be monitored throughout the year with a goal of achievement by May 2024.

#5. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Black student performance is not reaching proficiency at or above the expectation of ESSA. Attendance and engagement in tasks are the areas in need of improvement. We expect to increase attendance of black students and increase student's engagement in lessons, tasks, and expectation of individual achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Black student proficiency in English Language Arts will increase from
23% to 41%, math will increase from 29% to 41% and science will
increase from 13% to 28%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by using ongoing data including ongoing progress monitoring, district assessments, Istation, FAST, classroom observations and attendance.

Person responsible for monitoring outcome:

Carlie Stach (stachc@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide timely, relevant professional development for Culturally Responsive Teaching and apply knowledge to lesson plans and learning activities in the classroom.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Provide professional development to support effective instructional strategies to impact student achievement. This work will grow teacher capacity and overall increase the engagement of teachers and students.
Provide mentors for students who demonstrate lack of engagement in learning and high rates of absenteesm.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Professional development on Culturally Relevant Teaching, Restorative Practices, and Equity to increase teacher instructional capacity.
2. Implement the 6M Framework
3. Conduct school-based learning walks to support implementation of high yield instructional strategies

and reflect/revise instruction to support student achievement.

4. Provide mentors for students who demonstrate lack of engagement in learning/attendance.

5. Utilize CST (Child Study Team) to focus on attendance concerns and provide motivational incentives to increase attendance.

6. Utilize administrator walkthrough tools to provide weekly individual feedback to teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

7. Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to close learning gaps early.

Person Responsible: Carlie Stach (stachc@pcsb.org)

By When: Evidence of this work will be monitored throughout the year with a goal of achievement by May 2024.

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance in ELA proficiency on the FSA is 11% in ELA and
26% in Math. We expect our performance to be at 51% in both ELA and Math

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ESE student proficiency in math will increase from 26% to 51% as measured by
FAST in May 2023.
ESE student proficiency in ELA will increase from 11% to 41% as measured by the
FAST in May 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored by focusing on cycle data, unit assessment
data, ELFAC and running record levels. Additionally will be monitored by classroom
observations.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitor whole group and small group instruction to ensure instruction is designed and implemented
according to evidence-based principles.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

ESE students continue to struggle with mastering grade level content as evidenced by performance on various assessments such as unit assessments and state testing. Using the master schedule to support collaborative planning and providing ESE support that is both included in the classroom and in small group pull out based on student needs. Implementation of programs to support math fluency and instructional practices to support closing the gap in foundational reading skills will be used to support ESE students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs.
2. Utilize administrator walkthrough tools to provide weekly individual feedback to teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the

entire staff.

3. Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to close learning gaps early.

4. Provide embedded PD and coaching supports centered around utilizing data to drive instruction.

5. Ensure the ESE teachers receive on going PD aligned to implementing standards-based instruction.

6. Develop weekly walk-through timeline/schedule to provide ongoing feedback.

7. Ensure instructional supports are in place during core instruction and independent practice for students with exceptional needs. These supports include access to grade-level text and beyond as well as small group instruction based on data.

8. Implement a process for placing students of ESE in master schedule first in order to optimize service delivery and focus on a clustering process to meet student needs.

9. Provide time for gen ed and ESE staff to collaborate and co-plan on developing SDI that meets the needs of students.

10. Create a climate where IEPs are adjusted as needed based on the data and needs of students to maximize the SDI based on skill deficits or improvements so that regular and purposeful adjustments can be made.

Person Responsible: Carlie Stach (stachc@pcsb.org)

By When: Evidence of this work will be monitored throughout the year with a goal of achievement by May 2024.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

This plan is disseminated in various methods to stakeholders. The Plumb School Improvement Plan will be shared via school website, it will be shared during SAC and PTA meetings. A school improvement plan one page document will be created and shared with all stakeholders in a hard copy format.

Administration will use phone communication via voice and text to inform parents of how to access the school improvement plan. Throughout the school year the progress of the improvement plan implementation and progress towards goals will be shared at SAC meetings for parent and community understanding. The school will hold a state of the school address in January or February during a PTA general meeting where specific information will be shared. This information will also be made available on our school website. Teachers will review the progress of the school improvement plan at monthly school improvement plan meetings. Teachers will discuss progress toward data goals, implementation of strategic goals and actions steps. Students are provided the opportunity to understand what learning expectations are for each grade level and content area. They are aware of their individual data and how they are progressing towards those goals. Being explicit and intentional with the use of the school improvement plan is critical.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

1. Plumb's Back to School Meeting will be held during the preschool week. During this event parents and students will come to school at a scheduled time by grade level. The opening session will be in the cafeteria/multipurpose room where introductions of staff will take place. The next part of this meeting will be a presentation provided by administration in which we will share school expectations for learning and behavior. We will review information that will support their child in being successful socially and emotionally. After this presentation the families will proceed to classrooms for their meet the teacher and class-based information, which includes grade level expectations for the school year.
2. During each quarter our school will offer family events that incorporate an academic focus that aligns with our school improvement plan goals and our school improvement plan committees. Our plan will be to incorporate academics, student performances or art shows and ideas to support families at home. By combining performances with academic events, it increases family participation. Families will leave the event with ideas and/or materials to use at home to support student achievement.
3. During our professional development trainings, we will provide opportunity for teachers/staff to learn strategies to support the home and school connection. This will include work with student attendance, parent conference communication, then using feedback from parent surveys we will reflect on how parents perceive their experiences at school events and continue to share that data with staff to problem solve to make events more helpful or maintain if the feedback is positive.
All staff will be held responsible to being a consistent support to parents and to the school improvement goals for family engagement.
4. We will continue to combine music/art activities at academic events. We will increase our methods of communicating events to families by using fliers, social media, school messenger to get information out to families. We will plan a comprehensive school activity calendar so that families have notice about events. We will incorporate a food item for families to increase interest in events.
5. In order to support parent engagement and monitor the attendance we will provide a survey with a QR code that provides the opportunity for families to give feedback. This survey will provide questions that will provide guiding feedback for future events.
6. We will provide follow up information on our school website. We will provide information to our families through our new Facebook page, DOJO and with reminders through the school messenger. Additionally, the information will be shared in the school newsletter.

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

Based on the review of school wide data processes, data protocols and student achievement we will continue grade level data chats and individual data chats with teachers. To improve the work of data analysis and planning we will provide opportunities to more intentionally include VE resource teachers and ELL teachers to create greater impact. We will continue to utilize multiple forms of formative assessment and data plc protocols to action plan for intervention, implement student led conferences. We will improve this work by planning additional professional development in data analysis and matching appropriate interventions to meet student needs and hold parent/student conferences in both semesters.

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

Support from a local church provides pack a sack bags each weekend for scholars who are determined in need. Many community partnerships provide incentives and rewards for scholars to celebrate academic achievement, attendance and behavior growth and achievement. Community partnerships support our staff through various formats of recognition by providing incentive to celebrate staff. The family and community liaison continues to recruit mentor support for targeted students across all grade levels. She also works to increase the number of level 1 and level 2 volunteers for our school to support the library, classroom support and event support. We also work closely with CARD to support our ASD students and families.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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

Utilize mentor volunteers to support students outside of the academic subject areas.

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

Not applicable to Plumb.

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

This has shown to be an area of development in review of Title I evidence submitted to the Florida Department of Education (FDOE). Title I school teams are encouraged to consider how they may coordinate
their efforts across Federal, State and local services, resources and programs

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Based on the review of school wide data processes, data protocols and student achievement we will continue grade level data chats and individual data chats with teachers. To improve the work of data analysis and planning we will provide opportunities to more intentionally include VE resource teachers and ELL teachers to create greater impact. We will continue to utilize multiple forms of formative assessment and data plc protocols to action plan for intervention, implement student led conferences. We will improve this work by planning additional professional development in data analysis and matching appropriate interventions to meet student needs and hold parent/student conferences in both semesters..

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

Participate in sharing information regarding Ready, Set, Kindergarten to all of our Rising VPK students. We host end of year student led conferences in our VPK classrooms and this event provides parents with student accomplishments and information to prepare for kindergarten.
We encourage enrollment in summer bridge Rising Kindergarten programs to strengthen learning over the summer break.