

Pinellas County Schools

Plumb Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Plumb Elementary School

1920 LAKEVIEW RD, Clearwater, FL 33764

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

Demographics

Principal: Holly Del Duca

Start Date for this Principal: 1/10/2019

2019-20 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (59%) 2020-21: (49%) 2018-19: C (53%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part 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

-Provide an engaging and culturally relevant learning environment for each scholar.

School Leadership Team

Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Del Duca, Holly	Principal	<p>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. Creating a positive and inclusive school culture. Leader of policies that impact school safety. Sustain a school culture that supports the needs of students staff and families. Monitor student data for student achievement, L25 student achievement and ESSA group achievement. Support the work of ESE teachers and students in the academic and behavior tier process. Sustain a culture where teachers continue to grow professionally and teacher leaders are developed. Maintain effective school operations and create a school community that is welcoming to all.</p>
Stach, Carlie	Assistant Principal	<p>The duties include but are not limited to: Instructional leader, curriculum and instructional manager, leader of SIP goals. Additionally monitors data, school testing facilitator. Leads the work of family engagement, transportation, PBIS facilitator and teacher evaluator. Supports with school operations and school safety requirements and expectations. Manages and supports ESE supports, VPK initiatives and family engagement.</p>
Kourkoulos, Kathleen	Behavior Specialist	<p>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 STOIC data. Provides all behavior supports for ASD students and staff. Provides individual support, social skills lessons and works as a support with families.</p>
Kenngott, Nicole	Teacher, K-12	<p>Classroom teacher who leads the work of Restorative Practices. She provides ongoing professional development in restorative practices relating to building classroom culture, restoring relationships and circles for academic engagement. Assists in monitoring school climate goal. Lead site based mentor to support new teachers or teachers new to the school. Fifth grade team leader. Monitors SIP goals in the areas of school culture, behavior, Bridging the Gap and English Language ARTs</p>
Houtz, Kimberly	Guidance Counselor	<p>Duties and responsibilities include but are not limited to: facilitating See Something Say Something. Bully investigation facilitator. 504 facilitator, gifted coordinator, delivers guidance lessons and conducts small group social skill lessons. Assists in monitoring actions steps in SIP in</p>

Name	Position Title	Job Duties and Responsibilities
		goals relating to school culture, PBIS and attendance. Participates in child study team (attendance), Proactive Threat Assessment meetings and student based leader team member.
Parrish, Mollie	Other	Library Media Technology Ensures students and staff are supported with technology. Focuses on inventory, technology tickets and equitable access to technology and library resources. Assists monitoring actions steps in our school improvement plan with a focus on family engagement, English language arts arts and ESSA goals. She provides support in maintaining and implementing programs across the campus that focus on reading and ways to use technology to increase rigor with standards.
Leikam, Megan	Teacher, ESE	Team leader for autism team and PreK team. Leads work in creating an inclusive and accepting environment for students with disabilities. Facilitate family engagement activities to support school wide culture. Focuses on monitoring data for school improvement with a focus on students with disabilities.

Demographic Information

Principal start date

Thursday 1/10/2019, Holly Del Duca

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

613

Identify the number of instructional staff who left the school during the 2021-22 school year.

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	95	98	115	80	89	0	0	0	0	0	0	0	543
Attendance below 90 percent	1	30	20	26	20	16	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	2	4	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	4	6	1	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	16	17	0	0	0	0	0	0	0	50
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	12	27	0	0	0	0	0	0	0	49
Number of students with a substantial reading deficiency	5	7	10	10	12	27	0	0	0	0	0	0	0	71

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	5	4	0	0	0	0	0	0	0	10

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	1	3	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 7/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	106	106	94	90	105	0	0	0	0	0	0	0	563
Attendance below 90 percent	0	25	13	25	20	28	0	0	0	0	0	0	0	111
One or more suspensions	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	13	28	27	46	64	64	0	0	0	0	0	0	0	242
Course failure in Math	13	28	27	46	45	45	0	0	0	0	0	0	0	204
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	15	16	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	13	13	17	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	6	23	19	17	0	25	24	0	0	0	0	0	0	114

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	0	1	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	3	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	1	1	1	0	0	0	0	0	0	0	0	0	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	106	106	94	90	105	0	0	0	0	0	0	0	563
Attendance below 90 percent	0	25	13	25	20	28	0	0	0	0	0	0	0	111
One or more suspensions	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	13	28	27	46	64	64	0	0	0	0	0	0	0	242
Course failure in Math	13	28	27	46	45	45	0	0	0	0	0	0	0	204
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	15	16	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	13	13	17	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	6	23	19	17	0	25	24	0	0	0	0	0	0	114

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	0	0	1	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	2	0	3	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	1	1	1	0	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%			54%			56%	54%	57%
ELA Learning Gains	64%			54%			58%	59%	58%
ELA Lowest 25th Percentile	52%			35%			47%	54%	53%
Math Achievement	67%			57%			62%	61%	63%
Math Learning Gains	70%			56%			53%	61%	62%
Math Lowest 25th Percentile	50%			36%			34%	48%	51%
Science Achievement	54%			52%			58%	53%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	56%	-7%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	57%	56%	1%	58%	-1%
Cohort Comparison		-49%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	59%	54%	5%	56%	3%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	62%	-5%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	68%	64%	4%	64%	4%
Cohort Comparison		-57%				
05	2022					
	2019	59%	60%	-1%	60%	-1%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	54%	3%	53%	4%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE 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
2021 SCHOOL GRADE 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
SWD	25	31	33	27	31		7				
ELL	46	62		38	36		31				
BLK	32			29							
HSP	43	48		45	30	30	30				
MUL	71			76							

2021 SCHOOL GRADE 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
WHT	63	56	40	65	61		63				
FRL	42	50	32	44	46	32	38				
2019 SCHOOL GRADE 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
SWD	21	33	38	32	47	53	31				
ELL	35	47	42	50	47	42	29				
BLK	25	55		32	35	25	50				
HSP	36	49	43	56	58	42	39				
MUL	62	56		59	39		60				
WHT	64	60	52	68	55	38	66				
FRL	41	57	58	51	51	33	44				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELL students across grades 3-5 show growing proficiency in both English Language Arts and Math. Students with Disabilities (SWD) are not reaching proficiency at expected levels, however there are gains evident in ELA and Math. African American students are not demonstrating proficiency at the desired level. Math proficiency is strong in grades 3 and 4 and show significant increase compared to last years scores. Math scores for 5th grade remained the same and learning gains were not strong. Additionally the learning gains in these grade levels are strong in math. Grades 3-5 are trending the same in ELA proficiency with all grade levels showing a proficiency increase compared to last year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Proficiency needs to increase in 5th grade math. A strong focus on math learning gains in 5th grade Proficiency overall in reading should increase into 60% and higher.
Increase proficiency levels of students with disabilities and African American students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

5th grade had the highest percentage of behavior concerns and attendance issues. This cohort of students had a large number of ESE students who had large gaps in learning due to previous experiences with simultaneous teaching.

Actions to be taken are to implement:

1. continue with a tight focus on attendance. Initiatives to promote increased attendance. Child Study Team (CST) will include new strategies to support attendance and attendance awareness.
2. PBIS team will focus on supporting students with various strategies to increase engagement and high expectations for learning.
3. Increase students ownership of data and individual progress. Increased communication with parents and guardians regarding progress.
4. Focus on increasing achievement, reading levels and math fluency in grades VPK-2 to ensure students are ready for the rigor of intermediate grades.
5. Create and implement a professional development plan that supports the needs of teachers and students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Third and fourth grade math proficiency. Fourth grade math learning gains and L25 learning gains. ELA Learning gains and ELA L25 learning gains. English Language Learners (ELL) also showed growth in both math and English Language Arts.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Focus on data transparency with students to ensure they had ownership of their growth. Morning math tutoring that focused on fluency. Focus on writing instruction to raise all students scores in writing to impact reading scores. Intentional use of data to differentiate in the intervention block.

What strategies will need to be implemented in order to accelerate learning?

Both ELA and Mathematics will have focus on understanding the BEST standards. Continue to increase engagement and the use of high yield instructional strategies. Use of data to monitor progress. Students and teachers will own and understand data. Planning based on formative data to support interventions. Use of intervention programs in math to support fluency and reading to support phonics instruction. Monitor effectiveness of tier 1 core instructional practices. Maintain strong PBIS school culture and additionally focus on attendance.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Professional development on BEST standards in ELA and Math.
2. Use of a variety of formative assessments to monitor progress: running record, unit assessments, ongoing progress monitoring, ELFAC.
3. Focus on the science of reading to support implementation of best practices during reading instruction.
4. Professional development in social emotional learning, trauma, and restorative practices.
5. Professional development to support instruction and interventions for students with disabilities.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Create a data plan to support visible data across classrooms, student data folders and grade level data tracking processes to monitor achievement.
2. Critical focus on the lowest 25 to monitor data and maintain learning gains.
3. Implement a monthly book club to support equity and inclusivity across school campus.
4. Develop teacher leaders in math, science and English language arts to support tier 1 and tier 2 instruction, classroom learning walks and data experts.
5. Increase the effectiveness of resources that the student service team implements to support the social emotional needs of students, staff and families.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities 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 critical need from the data reviewed.

This area of focus has been chosen to support the increase of achievement for students in English language arts, math and science. Based on observations of MAP data, FSA data and walkthrough observations it is evidenced that higher achievement is attainable. There is a continued effort to ensure students are moving beyond compliant engagement into more active engagement in conjunction with an emphasis on incorporating standards based lessons, collaborative learning structures and teacher feedback. This year there will be a focus on deepening understanding of BEST standards, developing a common instructional language across the school and increase the use of data to drive instruction and build student self-efficacy.

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

Proficiency in English Language Arts will increase 10% (from 56% to 66%) as measured by FAST, cycle 3 (PM3) in May 2022.
 Proficiency in Mathematics will increase 10% (from 67% to 77%) as measured by FAST, cycle 3 (PM3) in May 2022.
 Proficiency in Science will increase 10% (from 54% to 64%) as measured by SSA in May 2022.

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

The areas of focus for English Language Arts, Mathematics and Science will be monitored by walkthrough observation data of instructional strategies, monitoring of cycle data, running record, ELFAC, district assessments and FAST outcomes.

Person responsible for monitoring outcome:

Holly Del Duca (delducah@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

Utilize new 3-5 curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.
 Develop a professional learning plan that results in improved practice and better student outcomes.
 Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.
 Gain a deep understanding of the B.E.S.T. Standards as a non-negotiable for improving student outcomes.

for this Area of Focus. Utilize science curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

The rationale for implementing these evidenced based strategies is to increase the level of active student engagement in complex text, story based math problems and science curriculum utilizing high yield instructional strategies. Teachers need to continue developing understanding of standards, increased and intentional use of high yield strategies, and use of data to provide intervention and high expectations for achievement. If students are presented with rich learning tasks that are aligned to the standards and if students are provided time to engage, struggle with complex assignments and receive formative feedback the problem would be reduced and achievement results would increase by 10%.

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.

Orient to and implement the instructional materials, understanding how the materials connect to evidence-based practices and BEST Standards/NGSS.

Make strategic decisions about implementation of the curriculum to maximize the impact on student learning.

Provide all students with consistent opportunities to engage in complex, grade level content and activities aligned to the rigor of the standards/benchmarks.

Articulate and advance high expectations for all students consistent with the shared vision for teaching and learning.

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Implement student-led conferences to allow students to share their academic goals and their progress with family.

Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal-setting around improving student outcomes including, but not limited to teacher support, and strengthening a culture of high expectations for all students.

Become familiar with the vertical progression and standards design in order to understand what students are expected to master.

Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.

Utilize multiple forms of formative assessment and use the District Data PLC Protocol to game plan to utilize differentiated resources to inform instruction.

Make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management and use of collaborative structures for high-level engagement tasks.

Include celebrating the use of organizational systems and tools as part of school wide PBIS system.

Utilize walkthrough tools to provide weekly feedback to math, science and ELA teachers, communicate and highlight evidence-based practices that are impacting student achievement with the entire staff, including opportunities for peer class walks.

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

#2. 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 critical need from the data reviewed.

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 2022.

ESE student proficiency in ELA will increase from 11% to 41% as measured by the FAST in May 2022.

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:

Carlie Stach (stachc@pcsb.org)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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

**Rationale for
Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 reading skills will be used to support ESE students.

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 instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmarks.

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.

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.

Implement and monitor the use of routine writing in all content areas: including learning logs, quick writes, annotating the text, creating one pagers, reflection prompts, daily writes in primary and VPK journals, and KWLA charts.

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

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

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

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.

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.

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

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)

#3. 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 critical need from the data reviewed.

Black student performance is not meeting expectations. Attendance and engagement in rigorous tasks are the areas of need. 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 and classroom observations.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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 Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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/attendance.

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.

Professional development on Culturally Relevant Teaching, Restorative Practices, and Equity to increase teacher instructional capacity and deepen understanding of biases.

Implement the 6M Framework

Conduct school based learning walks to support implementation of high yield instructional strategies and reflect/revise instruction to support student achievement.

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

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

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.

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)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The school maintains a comprehensive PBIS plan that is shared with all stakeholders and explicitly taught and practiced across the year to cultivate a positive school climate and culture. Everyone is responsible for their words, actions and contributing to the supportive network of a positive school environment.

A positive classroom, school culture and 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 succeed.

Plumb Elementary creates a school culture where all students are knowledgeable of the expectations and processes of the school. Plumb has five guidelines for success and expectations that align to these guidelines. These guidelines and expectations are visible across the campus and are aligned to the specific needs of each area of the school. Professional development in culturally responsive teaching, equity, and restorative practices is ongoing and teachers continue to strengthen their practice in these areas. Plumb has a written plan for Tier 1, 2 and 3 behavior needs. Teachers have a classroom positive behavior plan that supports the individual need of each classroom. All of this information is communicated to families and all stakeholders. By using data from the school survey we continue to make decisions to support the needs of all stakeholders and implement a PBIS system that holds high expectations for behavior and academic achievement.

Family and Community Engagement

Goal: 85% of students will have a parent/teacher/student conference a minimum of one time during the 2022-2023 school year.

Family and Community Engagement Strategies:

Implement a multitiered family engagement program to include student led conferences for grades vPK-5, and programs that integrate the arts, technology and school celebrations. Include Parent Teacher Association to support events.

Family Engagement Action Steps:

Engagement in PTA events, academic events, open house, academic celebrations and virtual events.

Community Liaison will continue to grow mentoring programs and community partnerships.

Attendance

Attendance Goal: The goal is to increase our daily attendance rate from 92.6% to 96% by May of 2023.

Students missing 10% of school will decrease by from 27% to 20%..

Attendance Strategies:

Strengthen the attendance problem-solving process to address and support the needs of students across all attendance tiers and to implement positive incentives for attendance.

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.

Equity and Diversity

Equity and Diversity Goal:

The percentage of students with disabilities (SWD) will increase in ELA from 11%-41% as measured by FAST. The proficiency of black students will increase in ELA from 23%-41% as measured by FAST.

Equity and Diversity Strategy:

Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback. Implement restorative practices with fidelity throughout the school and continue professional development in this area.

Equity and Diversity Action Steps:

Utilize Equity Champions and Restorative Practices Facilitator at the school site to deliver training. Monitor student achievement and behavior data for SWD and Black students during school based leadership meetings, PLC meetings, and data chats, Encourage and monitor the completion of YMHA training. (Youth Mental Health Awareness Training)

Wellness Goal: Maintain a Bronze Level status as measured by Healthy School Initiatives in May 2023.

Utilize Healthy School Initiative to ensure students and staff at Plumb Elementary are engaged in activities and professional development that supports healthy eating, exercise, and wellness.

We will implement and assemble a Healthy School Team, implement initiatives such as mammogram bus, mental health presentations, and physical activities that support wellness.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Holly Del Duca: Principal- Facilitator of SIP, Mission/Vision, Equity Champion, Tier 1,2,3 interventions, attendance

Carlie Stach: Assistant Principal-Facilitator of PBIS, School Mission/Vision, Tier 1,2,3 interventions, attendance

Kathy Kourkoulos: Behavior Specialist-Facilitator of PBIS plan, Tier 2 and Tier 3 Interventions

Tara Tuccitto: Family and Community Liaison-Facilitates positive connections with community and monitors volunteer and mentor programs.

Kim Houtz: School Counselor- Facilitator of social emotional learning strategies, social skill lessons, Commitment to Character, attendance

Lori Duvall: Occupational Therapist- Equity Champion

Ana Villada: School Social Worker-Facilitator of social and emotional learning strategies, social skill lessons, family/community needs and attendance.