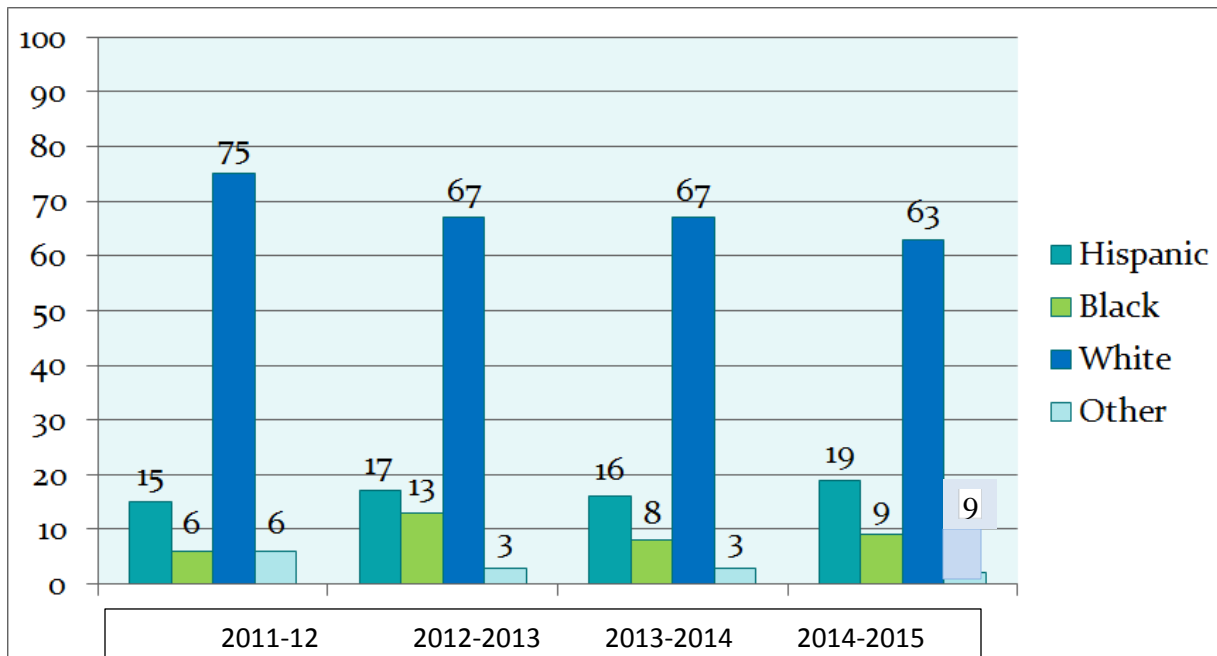


Executive Summary of Plumb Elementary's School Improvement Plan for 2015-2016

Plumb Elementary School had 806 students grades Pre-K through 5. We look forward to greeting more than 870 students this year. There is a total staff of 108 serving our student population. Plumb Elementary is made up of a fairly diverse group of students. Fifty-eight percent of our students qualify for free / reduced lunch, and we do not receive Title I support. The graph below represents the demographic make-up of our student body over the past few years.



The mission of Plumb Elementary is: Students, families, staff, and community working together to educate and prepare students for a successful and productive future.

Our Vision is 100% Student Success.

To accomplish this mission, Plumb Elementary has 7 Major initiatives:

- 1.) Increase the number of students who score at proficiency by at least 10%. Increase the number of students who score at high levels (above expectation) by at least 5% , in Reading, as measured by Florida State Assessment. Increase the number of students scoring at proficiency or higher, in Writing, by at least 10% as measured by state and district assessments.
- 2.) Increase the number of students scoring at proficiency and higher, in Math, by at least 10% as measured by the Florida State Assessment.
- 3.) Increase the number of students scoring at proficiency or higher, in Science, by at least 15% as measured by FCAT 2.0
- 4.) Wellness Goal is being initiated to enhance the overall personal well-being and fitness of all students and staff.
- 5.) Full Implementation of the Marzano Framework, Instructional Strategies and Teacher Growth Model. This is Plumb Elementary's first year of full implementation. We will be learning and researching together in an effort to improve student engagement and achievement and to improve professional practice.
- 6.) Increase the number of Black students achieving at high levels by at least 10%, as measured by Florida State Assessments. Decrease the number of Black students receiving office discipline referrals.

The core instructional, behavioral and monitoring strategies included in our action plans are:

- implementation of the Marzano Framework and Teacher Evaluation Instrument;
- utilizing data to differentiate and scaffold instruction;
- using research-based strategies in core instruction (Success Criteria and hands-on learning in Science, Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement, and Learning Goals and Scales);
- using state assessments, district-provided assessments, observational data, anecdotal record-keeping, and teacher-created informal assessments to monitor student progress;
- conducting data chats with students to support students with goal-setting based on data;
- increased utilization of scales and rubrics aligned to the learning goal to assess and inform instruction;
- provide an additional instructional opportunities for each Black student whose academic achievement scores fall below the content expectations;
- Provide a mentor and social skills training for Black students who received one or more discipline referrals during the 2014-2015 school year. Review expectations and teach for clarity. Provide a role model. Provide Cultural Competence Training for staff in an effort to eliminate potential bias.
- provide opportunities for struggling students, at each grade level, to participate in additional instruction beyond the school day;
- increased consistency in the implementation of PBS and CHAMPS strategies across the campus with a “common Language” about our way of work that is posted and articulated to all stakeholders;
- increased visibility of our School Improvement Plan in an easy to understand format for all stakeholders, putting our SIP as the focal point of everything that we do; (See graphic attached)

The professional development efforts include:

- Implementation of the Marzano Professional Growth Model, with each teacher and administrator created an individual Professional Development Plan based upon his/her own needs;
- Turn-Key Training regarding the Florida Standards, Data and the Marzano Framework provided by Teacher Leaders who attend Special District training and State conferences;
- Teachers meeting in Professional Learning Communities (PLC’s) to conduct data chats regularly to review student responses to tasks and plan for instruction based on data;
- All teachers participating in the “Just in Time” training in Reading, Math and Science, provided by District Content Coaches.

Parental Engagement

The parent involvement efforts are a challenge for our school as many parents work during the school day. However, our school staff and PTA will collaborate to provide curriculum based workshops and social activities monthly to increase parental engagement. SAC in partnership with our school's YMCA program provides tutoring to students who attend the YMCA after care program. Together, we will provide the following activities in an effort to increase the number of parents actively involved in our school:

- Open House and Meet the teacher during pre-school
- Breakfast for Pre-K and Kindergarten parents on the first day of school
- PTA General Membership meetings that include school-wide information
- Addition of a specific SIP Goal targeted at increasing Parent Engagement
- Provide opportunities in which our students can “give back” to the community through student service projects (Girlfriends, Chorus, Food & Clothing collections for the homeless)

