



# School Improvement Plan 2017-18

## Plumb Elementary School

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Sandra L. Kemp	<b>SAC Chair:</b> Angie Fuller
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	Academic and Personal Growth for Each Scholar
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	2.4%	7.7%	20.3%	6.9%	62.3%	

<b>School Grade</b>	<b>2017:</b> B	<b>2016:</b> C	<b>2015:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	59	58	66	60	61	65						
Learning Gains All	53	49	60	55								
Learning Gains L25%	38	32	45	36								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Sandra	Kemp	FT	4-10 years
Assistant Principal	Holly	DelDuca	FT	1-3 years
Behavior Specialist	Kathy	Kourkoulos	FT	4-10 years
Guidance Counselor	Kimberly	Houtz	FT	1-3 years
Instructional Staff Developer/Teacher Leader	Rebekah	Moran	FT	4-10 years

Total Instructional Staff:	64	Total Support Staff:	31
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## School Culture for Learning

Connections: ➤ **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

### School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Plumb has five guidelines for success that outline our school expectations and rules.

- 1.) P: Prepare for success: This expectation reflects the student’s ability to be prepared for academic and behavioral success. This expectation can be broken down into skills of having materials or asking for materials, coming to school on time, having a focused mind set for learning.
- 2.) L: Listen to Learn: This expectation reflects the student’s ability to remain engaged in the learning activity. This expectation can be broken down into the skills of concentrating and/or focusing on assignments, keeping the learning environment free from distractions or disruptions. It also includes following adult directions at all times, implementing adult directions in a timely manner.
- 3.) U: Use Good Manners: This expectation reflects the student’s ability to work cooperatively and collaboratively with others in the school wide setting. This expectation can be broken down into skills of selecting verbal and nonverbal methods of expressing thoughts, feelings, needs and concerns in ways that are acceptable within the school environment and respecting personal space, rights and property. Displaying character traits of kindness, respect, empathy for others.
- 4.) M: Make Smart Choices: This expectation reflects the student’s ability to make choices for success in academics and behavior. This expectation can be broken down by the student’s ability to make the choice to remain engaged in learning activities, complete assignments and model expectations for other students. This expectation can be broken down into showing tolerance, consideration and empathy of others. Following and complying with social directives provided by staff within a reasonable time frame and working collaboratively to support conflict resolution and/or positive class culture.
- 5.) B: Be Respectful and Safe: This expectation reflects the student’s ability to be self-motivated, persistent and aware of positive interactions with other students and staff. This expectation can be broken down into implementation of the character traits. This expectation includes students expressing their concerns to adults when there is conflict/bullying. Students follow adult directions during school activities, drills, and during specials, cafeteria, arrival and dismissal.

In addition, we will incorporate the use of Circles as a Culture Building Activity in each classroom; and we will expand the use of Circles in our Guidance Department and in the implementation of Restorative Practices. A core team was trained during the summer, and they have developed an implementation plan for the roll-out of the Restorative Practices strategies and procedures.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Each classroom has a common board configuration that includes essential components of the school wide positive behavior plan. The school wide expectations are the same in all classrooms and common areas. Teachers and students then write up their specific class expectations based upon the school wide expectations. Teachers and students will decide together what it looks like and sounds like in the classroom. All expectations in the classroom are on a purple bulletin board. The purple board will have school-wide and classroom expectations on it, along with the school mission statement, conversation levels and school-wide

attention signal. Teachers will go over the rules and expectations, model them, and have the students practice. Teachers will inform the parents about the expectations and classroom processes during open house and through agenda books, emails, and newsletters.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Character Education: Plumb uses a monthly character word. Character tickets are passed out to students for demonstrating traits, and there is an award system aligned to the number of character tickets classrooms earn. Individual students can earn character tickets as well as whole classrooms. Teaching of the Character traits is done through classroom guidance, our Behavior Specialist and classroom teachers infusing that instruction into the core curriculum. Names of classes are announced on the morning announcements to promote positive character. Small groups are established and facilitated by staff members to support students with social and emotional growth as needed. These groups are established based on student need/data. SBLT discusses individual students who need support with academics and / or behavior. Students are provided additional resources through mentoring, tutoring and interventions. Based on school climate survey, staff professional development will continue to revolve around culturally responsive instruction and how to support students from varying backgrounds. Training will be provided during pre-school to ensure that teachers have the tools needed to develop culturally responsive classroom environments.

**Data-Based Problem Solving**

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Plumb uses two forms to maintain student behavior needs: green sheet/incident report and the behavior referral. This data is reviewed to provide differentiated supports to students. Guidance referrals are used to determine needs of students and for the development of their social skills. Teacher SBLT meetings are held every week and provide an opportunity for leadership to review and discuss student needs and determine possible interventions. Interventions are monitored, and data is reviewed every 6-8 weeks to see if any change is needed.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

By utilizing the school dashboard data, the SBLT team reviews and monitors individual student data and determines strategies needed to support student progress. (small groups, check in/check out, behavior monitoring tools for teachers) SBLT team meets each week and reviews this data, teacher SBLT meetings take place every other week to discuss behavioral, social and emotional needs of individual students. Once a student is determined to need additional support, that student is progress monitored to ensure that interventions are implemented with fidelity, look for student progress, and update / change interventions as needed. Meeting minutes provide a record of the students being served. Bi-monthly Child Study Team meetings monitor attendance and provide student and family support regarding attendance issues. The review of the PSW for attendance helps us determine root causes for absences in an effort to provide appropriate support to our families.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

By utilizing STOIC walk through data and surveying students regarding their understanding of school wide expectation we will monitor high expectations, rigor and equity. STOIC data provides feedback on Structure, Teaching expectations for Routines and Activities, Observation/Monitoring, Interactions and Corrections. Through the utilization of the Marzano Framework, teachers are provided feedback on implementation of high yield instructional strategies, student engagement and classroom culture.

We will also be monitoring the major components of our SIP with the Stoic walkthrough tool specifically designed to look at the fidelity of implementation across grade levels. The data will be analyzed and shared with teachers each month to determine if improvement is needed. The monitoring tool will include: 1. Students being engaged in rigorous / standards-based instruction and demonstrating understanding of the content. 2. Teachers releasing the learning to the students and providing specific feedback and a variety of ways to assess student outcomes.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Increase the positive culture within our school through the introduction and implementation of Restorative Practices and Circles.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide an introduction to Restorative Practices during pre-school, review the school readiness survey data, model the use of circles, and follow the District Implementation Guide / Timeline	Restorative Practices Team
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Reduce the number of Black students receiving in school suspensions by 3-5%. There were no out of school suspensions last year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Monitor data and provide supports in behavior as needed, through guidance referrals and our mentoring program.	Classroom Teachers, Behavior Specialist, SBLT, and Administration
<b>Optional Goal:</b> Achievement Gap by 3-5% each year until the gap is eliminated; over a 10 year period.	
Monitor data and provide supports in all areas needed through extended learning programs, mentoring, and family engagement.	Classroom Teachers, Instructional Coach, and Administration



## Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

We have implemented the use of Goals and Scales in Reading and Math and have provided professional development that has given us a deeper understanding of Goals and Scales and their impact on student learning. We implemented a written document of expected instructional strategies that would increase the level of rigor, increase student engagement and encourage teachers to release the work to students while providing specific academic feedback. Data shows that we have made gains in the number of students scoring proficient or higher in Reading and Math. Our overall school grade improved from a C to a B.

We will continue our instructional model, extend the use of Goals and Scales to every subject area, provide an on-site instructional coach who will monitor the plan, and provide support to teachers. A walkthrough tool will be developed that specifically focuses on the key instructional and student engagement strategies, as well as the culturally responsive climate in the classrooms. Teachers can monitor rigor through the use of the EQUIP rubric as they examine student work to ensure alignment to the state standards.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Data indicates that students in grades 3 and 4 showed significant growth over last year as measured by FSA Reading and Math Assessments. Data also showed that our 5<sup>th</sup> graders scored lower in all subject areas. Science scores have consistently dropped over the past three years; therefore Science must be a priority.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers use formative and summative assessments. They monitor student learning and provide academic feedback to students through the use of Goals and Scales. They review data from District Assessments and individual student work samples to determine instructional needs. Student data is discussed at grade level PLC’s, staff meetings and individual data chats. The data is used to plan for differentiated instruction, the potential need for enrichment or tiered supports.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

We review and discuss data, review item analysis from assessments to reteach as needed, review data with parents and provide curriculum workshops for our families in an effort to support their work at home. Extended Learning programs are provided before and after school to support struggling learners and/or provide enrichment activities. During the last few weeks of school, our 5<sup>th</sup> grade students are exposed to Middle School Standards in preparation for their work in 6<sup>th</sup> grade. Students are encouraged to attend Summer Bridge Programs at their assigned Middle School.

**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Investigate the use of Goals and Scales in Science in an effort to provide a seamless transition from the use of “success criteria” and examine student work to ensure a high level of rigor	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthrough data using iObservation, school based monitoring tool, PLC discussions, and lesson plans	Teachers, Instructional Coach and Administration.
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	

Continue to refine our Plumb Instructional Model and implement the strategies with fidelity in all classrooms. Begin to use the EQUiP protocol for analyzing student work to ensure that assigned tasks are rigorous and aligned to state standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected through classroom walkthroughs, conversations with teachers during PLC meetings and data chats.	Teachers and School Leaders
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



## Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Survey results are high among staff members 91%-100%.  
 We have a positive culture building plan in place which is based upon the book, “The Energy Bus”. Staff members are recognized weekly in our Staff Bulletin and at Staff Meetings. Quotes from the book are reference throughout the year, and staff members are encouraged to recognize each other. There is a mentoring plan in place for Beginning Teachers and Teachers New to Plumb. An “Open Door” Policy encourages staff input into the decision making process. All ideas are valued.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Administration and the Team Leaders will collaborate to determine the topics of discussion for PLC meetings that are aligned to the SIP. A calendar is developed that outlines the topics for all meetings. This provides everyone an opportunity to be well prepared, provide input and be involved in the decision making process. The Master Schedule provides time on Tuesday for each team to collaborate in their PLC’s. Each team determines how and when collaborative planning will occur. PLC’s provide time for teachers to collaborate and review data and student work samples.

### Professional Development

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Professional Development centered on a deeper understanding and implementation of Goals and Scales in ELA and Math. Goals and Scales were used to increase the level of rigor and student discussion of the learning targets. Teacher implementation of the high yield strategies and use of the Marzano taxonomy led

to higher student engagement and more rigorous learning tasks. Students began to take greater ownership in the learning process. We would like to continue to expand on these same concepts and add additional focus on other Marzano Elements to refine our practice. In addition, we will do Professional Development on Culturally Responsive Instruction and Restorative Practices.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Culturally Responsive Instruction	Pre-School	All Teachers and Administration	Continue to increase the awareness and implementation of culturally responsive instruction across our campus in an effort to close the achievement gap among all subgroups
Restorative Practices and use of Circles	Summer for RP- Team Pre-School for all others	Administration and RP Team All Teachers	Increase Positive Culture throughout our campus
Marzano Framework/Teacher Evaluation Tool	Pre School and ongoing through school year	All grade level teachers and Instructional Support Teachers	Increased knowledge of Marzano Elements and expected evidences of teachers and students
Continue to support the Implementation of “Number Talks” in Math and Jan Richardson Guided Reading for all grades	On-going throughout the year	All classroom Teachers and Instructional Support as appropriate	Fidelity of implementation to assist with Differentiated Instruction and decrease the achievement gap.



## Family and Community Engagement

Connections:

District Strategic Plan • Goals 1,3,6,7



**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

During the 2016-2017 school year we increased the number of family events that were focused on standards-based curriculum. Feedback from parents was very favorable. We would like to continue this work during the upcoming school year. Survey data helped us fine tune our activities throughout the year. We began to focus more on our Spanish Speaking Families by offering more printed materials in Spanish and translating our school voice messages as well. The calendar committee will continue to schedule monthly curriculum family engagement events for each grade level and for our specialists. SAC involvement has been very strong. Funds supported our Science Showcase and our Reading initiatives. SAC has pledged their continued support. Input into the SIP planning process indicated a strong commitment to support the purchase of reading materials in our intermediate grades during the 17-18 school year. PTA support has grown during the second semester of last year. Their meetings have provided a platform for us to inform parents about our school improvement efforts, share data results and invite them to curriculum workshops. PTA is committed to engaging more families in all aspects of our school. According to the AdvancEd Survey, Communication is an area that parents said we could improve on. We already use all electronic means available to communicate with our families, so we are considering a printed newsletter monthly or a brief weekly update that would be sent home with students.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

### Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

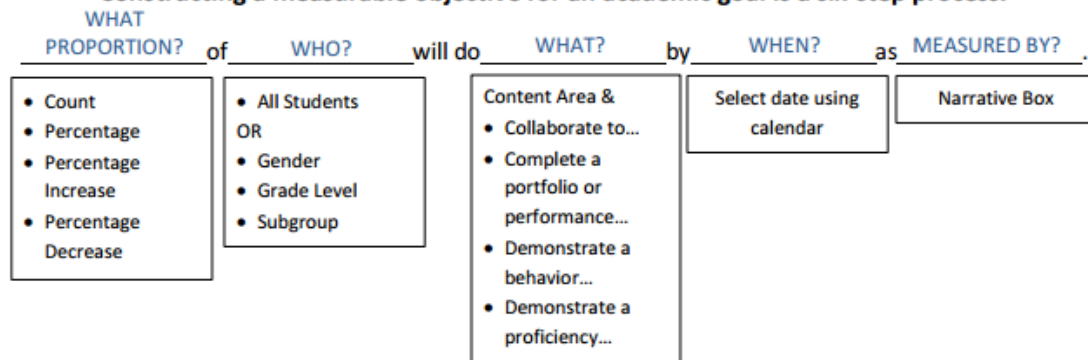
### Family Engagement / Key Goals and Strategies

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Provide at least one curriculum based workshop at each grade, pre- K-5 that will provide curriculum information and give families ideas and tips for helping their children at home.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will use parent survey results to improve the timeline and the presentation of curriculum information most helpful to our families. We will provide opportunities for the workshops to be hands on and interactive.	SIP Goals Managers, Teachers and Administration
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: We will continue to partner with the YMCA in the delivery of parent workshops and use of technology. We will also continue our partnership with CARD to improve our connection with families and resources available for our ASD students. We will extend our partnership with Central Christian Church who currently provides us with “pack a sack” meals. We will continue to participate in the Clearwater Achievement Council.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Keep open lines of communication with all stakeholders, use parent feedback to plan new activities, and increase the opportunities for parents and community members to visit our school.	Instructional Coach, Teacher, Community Leaders, Administration
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

## Section 2 – Targeted School Goals / Action Steps

### Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager:
Increase the ELA proficiency rates by 5% at each grade level and for each subgroup. Score above the District and State proficiency levels. Increase the proficiency level of the lowest 25% by at least 35%.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Implement high yield instructional strategies and increase rigor. Teachers increase proficiency in Florida ELA Standards, curriculum and instructional strategies: Professional Development in Marzano Strategies, Just in Time Reading Support  Teachers implement differentiated instruction utilizing research based strategies that provide remediation and enrichment. Groups are based on assessment data: LLI/OPM, Jan Richardson Guided Reading and use of the "Literacy Footprints" materials, Book Groups  Extended school day 2 times per week provided to increase achievement of students struggling in reading. The implementation of ERELM and ELP programs to provide small	Scores to be determined by FSA, MAP,  Walkthrough Data collected on iObservation  Teacher attendance at PD for Guided Reading, walkthrough data, and review of lesson plans. Staff Developer Log and Progress Notes

<p>group instruction before and/or after school: Istation, Battle of the Books, Jan Richardson Guided Reading                  Teachers engage in professional development to increase understanding of standards, curriculum and instructional strategies that increase rigor/engagement: Jan Richardson Guided Reading Training, Oral Story Telling Training, Coaching Sessions for ELA, CORE Connections PD</p>	<p>Student attendance data for ELP programs, achievement data, OPM cycles                   Attendance at PD, classroom implementation of what has been learned, and iObservation walkthrough data with feedback that addresses the implementation of the learned strategies</p>

Mathematics Goal	Goal Manager:	
<p>Increase the Math proficiency rates by 5% at each grade level and for each subgroup. Score above the District and State proficiency levels. Achieve an overall growth goal of at least 57% and increase the growth of the L25 students by at least 35%</p>		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
<p>Utilize STMath with fidelity including teacher facilitation of student engagement: Jiji Genius provides ongoing PD during curriculum meetings, positive reinforcement system to encourage STMath completion</p> <p>Implement collaborative planning utilizing the Florida Standards, curriculum, Eight Mathematical Practices and the implementation of learning scales to support student achievement: Coaching, Continued implementation of Number Talks, Article/Book study on Mathematical Practices and Number Talks, Van De Wahl, Classroom Discussions</p> <p>Utilize formative assessment data to inform instruction and drive differentiation: CPALMS, collaborative planning</p> <p>Extended school day that provides opportunity for students to have additional access to math instruction/STMath, Math Club for enrichment</p>	<p>Monthly STMath data chats</p> <p>Review of lesson plans, informal and formal observations, student achievement data, Coaching Log and PD notes.</p> <p>Student scores on assessments</p> <p>Attendance data and assessment information</p>	

Science Goal	Goal Manager:	
<p>Increase the Science proficiency rates to 65% or higher at each grade level and for each subgroup. Score above the District and State proficiency levels.</p>		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
<p>Implementation of SLAGS, science journals, 5 E's, Common board configuration, and Success Criteria to increase rigor in science instruction: Continue the 10%-70% -20% routine, monitor student progress through the use of unit testing, and</p>	<p>Walkthrough/observation using the science walkthrough tool and Marzano framework/</p>	

<p>use the formal and informal assessment information to plan for differentiation as needed.</p> <p>Provide an intentional focus on vocabulary</p> <p>Implement Marzano high yield instructional strategies to increase rigor (Elements - )</p> <p>Integrate science content during the reading block by utilizing journaling and reading strategies during small group and independent work</p> <p>Science Fair Projects, consistent Science Lab Implementation, ERELM Teacher 2-3 times a week to reinforce Science standards based upon assessment data</p>	<p>Journal entries and reflections</p> <p>Pre and Post testing in the Science Lab</p> <p>The number and quality of science projects entered in our Science Showcase.</p> <p>Formative assessments, teacher feedback, student work samples</p>

**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name:</b> Health and Wellness	<b>Goal Manager:</b> Pam Megura
Increase the level of physical activity for students and staff and achieve at least the “Bronze” level as measured by The Alliance for a Healthier Generation	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Provide opportunities for students and staff to increase physical activity: mileage club, walk for Plumb, GoNoodle, Field day, Staff workout clubs, WPNN health tips and “Jammin Minute”, field day, and Family Fun Night / Physical activities	<p>Fitness gram pre and post testing during PE</p> <p>Achievement of Bronze level or higher</p>

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Principal and Assistant Principal
Increase the number of Black Students performing at level 3 or higher on FSA and proficient on Classroom and District Assessments by at least 10% in an effort to decrease the achievement gap.	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>Identify all Black students whose achievement scores in Reading and/or Math fell below level 3 on the 2017 administration of Math and ELA state assessments.</li> <li>Monitor the progress of the identified students bi-weekly through review of classroom grades, assessments, and OPM scores from Tiered interventions.</li> <li>Provide extended learning opportunities in an effort to accelerate academic progress.</li> <li>Provide extended learning opportunities in the arts</li> <li>Increase the number of Black students participating in Gifted screening, invited to Math Enrichment Club and STEM Academies</li> <li>Pre-School Staff Development in Culturally Responsive Instruction</li> <li>Professional Development in Restorative Practices</li> </ul>	<p>Survey measures, increased achievement scores on classroom and District Assessments, report card grades</p> <p>OPM data, data chats and goal setting with the students</p> <p>Increased participation in Gifted and STEM Programs</p> <p>Celebrating Success – The number of Black Students recognized at the Awards Assemblies each grading period</p> <p>Data Collection during Walkthroughs</p>

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> ESOL Teacher
Increase the number of students scoring at level 3 or higher on the FSA Math and Reading Assessments by 10%	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>Monitor Achievement Scores</li> <li>provide small group differentiated instruction</li> <li>provide reading interventions as needed</li> <li>Implementations of the ESOL strategies in all classrooms</li> </ul>	<p>Increased achievement scores</p> <p>OPM data</p>

<ul style="list-style-type: none"> <li>Provide on-going PD in the implementation of ELL strategies in the general education classroom setting</li> </ul>	Increased use of the ELL strategies in the classroom setting as monitored during classroom walkthroughs

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> ESE Teachers and Team Leaders
Increase the number of self-contained ASD students mainstreamed into the general education setting by at least 10%	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<ul style="list-style-type: none"> <li>Provide opportunities for self-contained ASD students to be mainstream into a general education classrooms</li> <li>Promote the use of visual strategies in the mainstream to support our ASD students.</li> <li>CARD will provide training on instructional strategies for our staff</li> </ul>	Monitor participation in Gen Ed Settings  Conversations with students, teachers and parents

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
<b>Enter Goal Name</b>	
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)			34	50	44			128	32

Students with excessive absences / below 90 %	K – 7 1 <sup>st</sup> - 6	4	6	6	6			836	4
Students with excessive behavior / discipline**	0	0	0	0	0				
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators									

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
Place goal statement here.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Increase our average daily attendance from 95.5% to 97%		Attendance Data
<ul style="list-style-type: none"> <li>Monitor attendance through our bi-weekly CST meetings</li> <li>Contact parents of students who have attendance concerns: phone calls, letters, home visits</li> <li>Perfect Attendance awards are given at the end of each grading period</li> </ul>		Attendance data  Increased number of students recognized for having perfect attendance

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Continue to decrease the number of In-School Suspensions by at least 5%. We had no Out-of-School Suspensions during the 16-17 school year		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>Common board configuration</li> <li>Add Additional CHAMPS strategies in every classroom</li> <li>Behavior Assemblies, and Implementation of Tier II and Tier III intervention strategies</li> <li>Classroom Guidance</li> </ul> Kiddos – Positive reward system		Number of classrooms displaying the Common Board Configuration seen during Walkthroughs  Reduced number of Office Discipline Referrals resulting in In-School Suspension



<b>Discipline Goal – Other</b> (as needed) <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>	
Specify	
Place goal statement here (only if needed).	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Describe your academic intervention supports here.
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<b>Early Intervention / Extended Learning Goal</b> <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>
Increase the number of students making learning gains by at least 10%

Actions / Activities in Support of Goal	Evidence to Measure Success
Interventions provided for struggling students in Reading and in Math. Interventions will be provided inside and outside of the school day.	Increase in the number of students showing learning gains
Enrichment activities provided in Math outside of the school day through the implementation of a Math Club. Enrichment is also provided through our STEM Academies. We will have a total of 4 this year; grades 2, 3, 4, and 5	Pre and post testing

**Section 3 – Required Items / Resources**

**Instructional Employees**

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	69	% with advanced degrees	23
% receiving effective rating or higher	97	% first-year teachers	3
% highly qualified (HQT)*	92	% with 1-5 years of experience	17
% certified in-field**	96	% with 6-14 years of experience	32
% ESOL endorsed	42	% with 15 or more years of experience	48

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Administration is increasing opportunities for teachers to grow as teacher leaders through roles such as SIP goal managers, data champions, team leaders and club leaders. In an effort to enhance instructional practices across the campus, Professional Development has been planned to deepen our understanding of the Marzano Framework and the high yield strategies. This professional development is delivered during curriculum/staff meetings, and teachers are working toward an increased understanding of the framework, instructional strategies and student/teacher evidence of the elements. New teachers attend monthly meetings with the school based lead mentor and also work with an assigned school site mentor, at his/her own grade level, to support them in adjusting to Plumb, adjust as a new teacher, or transition to the teaching profession. We are increasing the number of site based mentors to support our new staff members.

New teachers and teachers new to Plumb teachers will be a part of a 2 year program that supports transition to our school. New teachers will be facilitated by a school based lead mentor and site based mentor or grade level mentor who will meet with new teachers to provide support. Administration maintains an “open door” policy and provides support to new teachers in all areas as requested or observed based on observations. Formal support plans will be implemented if the need arises. Teachers are given the opportunity to observe other professionals, videotaped lessons are viewed and discussed during PLC meetings and/or staff development meetings.

A request has been made to the District HR Department that when filling a vacancy at our school, from the displaced list, a priority be given to Black, Hispanic and / or Male teachers.

**SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Jenny	McBride	Hispanic	Support Employee
Sandra	Kemp	White	Principal
Charles	Shelton	White	Business/Community
Liza	Cole	Multi	Teacher
Angie	Fuller	White	Parent
Helen	Crawford	Black	Parent
Kelly	O’Neal	White	Parent
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**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Chairperson: Assistant Principal
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Please state the days / intervals that your team meets below.
SBLT meets every Monday from 9:00-10:00.

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan. Attached budget if preferred.

SAC plans to support our Reading and Science programs. Resources of \$2, 700. will be allocated to begin revitalized our classroom libraries, Starting with 5 <sup>th</sup> grade, and \$1,050.00 will be used to purchase science boards, award ribbons, and other materials to support our school wide Science Showcase.
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**Plumb Elementary SIP 2017-2018**

**Vision – 100% Student Success**

**Mission – Academic and Personal Growth for Each Scholar**

- Differentiated Instruction
- Implementation of the “High Yield” Instructional Strategies / Marzano Framework
- Implementation of Goals and Scales in all Subject Areas

**ELA / Reading Goal**

Increase the ELA proficiency (level 3+) rates by 5% at each grade level and for each subgroup. Score above the District and State proficiency levels.

Subgroup	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
All	64	60	51
White	75	61	60
Black	36	40	33
Hispanic	48	60	34
Multi	45	69	40
Male	64	60	40
Female	64	60	64
ELL	33	33	0
FRL	56	50	40
SWD	23	25	0

**Strategies**

- Jan Richardson Guided Reading / Literacy Footprints
- Standards Based Instruction /Rigorous Learning Tasks
- Direct Vocabulary Instruction
- Student Notebooks with Teacher Feedback
- Collaborative Planning
- iStation
- ELP Programs for Intervention or Enrichment
- Formative Assessments to determine differentiation
- Small Group Instruction / On-going Progress Monitoring (OPM)



**Math Goal**

Increase the Math proficiency (level 3+) rates by 5% at each grade level and for each subgroup. Score above the District and State proficiency levels.

Subgroup	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
All	69	69	56
White	79	72	57
Black	36	40	56
Hispanic	56	61	48
Multi	64	85	75
Male	70	63	52
Female	68	73	61
ELL	42	67	17
FRL	59	65	47
SWD	74	72	62

**Strategies**

- Implementation of Number Talks with fidelity
- Implementation of Math Games
- Standards Based Instruction /Rigorous Learning Tasks
- Student Notebooks with Teacher Feedback
- Focus on the Mathematical Practices
- Collaborative Planning
- ST Math, C-Palms, Rich Mathematical Tasks, STEM
- ELP Programs for Intervention or Enrichment
- Formative Assessments to determine differentiation
- Small Group Instruction / On-going Progress Monitoring (OPM)

**Science Goal**

Increase the Science proficiency (level 3+) rates by 8% at each grade level and for each subgroup. Score above the District and State proficiency levels.

Subgroup	5 <sup>th</sup>	2015	2016	2017
All	64	64	59	
White	74	63	68	
Black	-	46	33	
Hispanic	35	63	45	
Multi	54	-	25	
Male	64	64	56	
Female	62	64	63	
ELL	-	-	0	
FRL	67	65	62	
SWD	55	-	15	

**Strategies**

- Implementation of SLAGS, Science journals, 5E’s
- Consistent Science Lab Implementation
- Standards Based Instruction /Rigorous Learning Tasks
- Direct Vocabulary Instruction in Science Content

**Behavior Goal**

Continue to decrease the number of In-School Suspensions by at least 5%. We had no Out-of-School Suspensions during the 16-17 school year.

**Strategies**

- Continued implementation of the Common Board Configuration (Purple Board)
- Additional Implementation of CHAMPS strategies in every classroom
- Classroom Guidance & Behavior Assemblies
- Implementation of Tier II and Tier III behavior intervention strategies as needed
- Positive reward systems: Character Program, Kiddos, Awards Assemblies, Citizen of the Month, Cafeteria Plan
- Use of Incident Report – “green slip”
- Behavior Specialist Support

**Health & Wellness Goal**

Increase the level of physical activity for students and staff and achieve at least the “Bronze” level as measured by The Alliance for a Healthier Generation.

**Strategies**

- Provide opportunities for students to increase physical activity: GoNoodle, Mileage Club, Health Tips and “Jammin Minute” on the morning news show, and implementation of recess.
- Provide opportunities for staff members to increase physical activity: Staff Workout Club, Fitness / Weight Loss Challenge, Participation in District
- Standards Based Instruction /Rigorous Learning Tasks

**Family Engagement Goal**

Increase articulation between school and home and build collaborative relationships with our families.

**Strategies**

- Increase opportunities for parents to be involved in Curriculum related activities
- Provide curriculum based workshops at every grade to give parents and teachers an opportunity to collaborate in an effort to enhance student learning
- Share data with parents each quarter
- Use parent survey feedback to improve programs
- Provide more opportunities for parents to see their Children perform in the arts
- Expand our Volunteer Program
- Invite parents to all SAC and PTA meetings

Ride the Energy Bus to Greatness...