Pinellas County Schools

Plumb Elementary School

2019-20 Schoolwide Improvement Plan

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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: 1/16/2019

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: B (55%) 2015-16: C (51%) 2014-15: A (63%)
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 was approved by the Pinellas County School Board on 9/10/2019.

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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	61%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

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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
by providing an actively engaging and culturally relevant learning environment for all.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team**:**

Name	Title	Job Duties and Responsibilities
Del Duca, Holly	Principal	Principal/School Leadership
Stach, Carlie	Assistant Principal	Assistant Principal/School Leadership
Kourkoulos, Kathleen	Other	TKathy Kourkoulos is the behavior specialist. She is responsible for reporting Tier 1 data in regards to the SWBP to the leadership team/staff, monitoring the implementation of RP with fidelity across all grade levels. She will work with individual teachers to support the implementation of Tier 1 strategies. She will collect and share STOIC data with leadership team. She will support the implementation of strategies and collection of data for students in Tier 2 and 3 behavior plans.
Kenngott, Nicole	Teacher, K-12	NIcole is a classroom teacher. She will support the SIP by monitoring the use of Restorative Practices, implement training to support the use of RP and CRT stragegies to support student achievement.
Moran, Rebekah	Teacher, K-12	Mrs. Moran is a 1st grade teacher ho supports the SIP through monitoring school wide data with a focus on the achievement of SWD students and the L25 group.
Houtz, Kimberly	School Counselor	Ms. Houtz is the guidance counselor and she is responsible for collaborating with the social worker and leading the child study team. She will monitor all attendance data, act as a liaison between families and school.

Early Warning Systems

Current Year

The number of students by 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	84	102	106	120	101	109	0	0	0	0	0	0	0	622
Attendance below 90 percent	0	13	11	17	12	7	0	0	0	0	0	0	0	60
One or more suspensions	1	0	3	1	3	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	14	10	3	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	9	17	27	0	0	0	0	0	0	0	53

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	0	0	6	7	14	0	0	0	0	0	0	0	27

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	0	0	10	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

38

Date this data was collected or last updated

Sunday 7/14/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	
Attendance below 90 percent	16	25	17	9	12	20	0	0	0	0	0	0	0	99
One or more suspensions	1	0	3	0	3	5	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	14	10	3	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	27	28	33	0	0	0	0	0	0	0	88

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	0	0	12	13	5	0	0	0	0	0	0	0	30

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	54%	57%	59%	53%	55%
ELA Learning Gains	58%	59%	58%	53%	53%	57%
ELA Lowest 25th Percentile	47%	54%	53%	38%	47%	52%
Math Achievement	62%	61%	63%	66%	62%	61%
Math Learning Gains	53%	61%	62%	60%	61%	61%
Math Lowest 25th Percentile	34%	48%	51%	45%	48%	51%
Science Achievement	58%	53%	53%	61%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	84 (0)	102 (0)	106 (0)	120 (0)	101 (0)	109 (0)	622 (0)
Attendance below 90 percent	0 ()	13 ()	11 ()	17 ()	12 ()	7 ()	60 (0)
One or more suspensions	1 ()	0 (0)	3 (0)	1 (0)	3 (0)	0 (0)	8 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	14 (0)	10 (0)	3 (0)	27 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	9 (0)	17 (0)	27 (0)	53 (0)

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	56%	-7%	58%	-9%
	2018	54%	53%	1%	57%	-3%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	57%	56%	1%	58%	-1%
	2018	59%	51%	8%	56%	3%
Same Grade Comparison		-2%				
Cohort Comparison		3%				
05	2019	59%	54%	5%	56%	3%
	2018	53%	50%	3%	55%	-2%
Same Grade Comparison		6%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	62%	-5%	62%	-5%
	2018	73%	62%	11%	62%	11%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2019	68%	64%	4%	64%	4%
	2018	72%	62%	10%	62%	10%
Same Grade Comparison		-4%				
Cohort Comparison		-5%				
05	2019	59%	60%	-1%	60%	-1%
	2018	57%	61%	-4%	61%	-4%
Same Grade Comparison		2%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	54%	3%	53%	4%
	2018	66%	57%	9%	55%	11%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

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				

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
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				

2018 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 2016-17	C & C Accel 2016-17
SWD	17	38	28	27	32	33	33				
ELL	44	50		56	63						
BLK	27	25	33	40	44	42					
HSP	46	47	25	61	48	50	62				
MUL	65	65		63	59						
WHT	59	58	30	72	62	21	70				
FRL	47	51	27	61	54	37	56				

2017 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 2015-16	C & C Accel 2015-16
SWD	18	22	10	27	37	36	17				
ELL	29	45	38	42	40		10				
ASN	70			80							
BLK	37	31		47	44						
HSP	48	45	33	57	55	43	46				
MUL	52	63		77	80						
WHT	66	58	45	70	60	48	71				
FRL	51	51	37	60	56	40	50				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
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	67
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math L25 Learning Gains were 34%. More intentional grouping for ELP program. Students struggling with number fluency. Operating mainly on a pull out model.
ELA L25 Learning Gains were 47%. Operating mainly on a pull out system for interventions and students may be lacking access to maximum amounts of grade level content. While this was low it was our area of greatest gain.
Math Learning Gains were 53%. School wide math data had been increasing and with a focus shift to ELA the intention of math insruction may have been lessened.

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

Science Proficiency: showed a decline of 6%. New to grade level team, vocabulary, 3-4 standards proficiency
Math Proficiency: Number fluency, percentages of students scoring in level 2 across grade levels is far to high which could indicate access to rigorous tasks and/or strength with fluency

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

Third grade reading proficiency levels were significantly below the state average with a difference of 8%: Plumb 49% proficient and state average of 57%. Third grade ELA scores have fluctuated over the past few years. There have been various staff changes on the team.

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

The component that showed the greatest growth was ELA L25 Learning Gains. There was an 18 percent increase from 29% to 47%. A plan was put in place to focus on our L25 group, teachers met with students, reviewed data and set goals/ motivators. This may have had an impact on reading scores, but was not evident in math scores. A reading challenge that took place during 2nd semester focused on increased reading time with feedback. An initiative focusing on L25 students took place during the second semester to monitor thier work.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Course failure and Attendance numbers show a cause of concern for the 3rd and 4th cohorts.

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

1. Learning Gains in Math for the L25.
2. Science Proficiency level 3 and above
3. ELA proficiency at level 3 and above
4. Black Students proficiency and learning gains ELA / Math
5. SWD proficiency and learning gains ELA/Math

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	Our current level of performance is 56%, as evidenced in the number of students achieving level 3 or higher on the ELA portion of the FSA. We expect our proficiency performance level to be 66% in FSA ELA.
State the measurable outcome the school plans to achieve	The percent of all students in grades 3-5 achieving ELA proficiency or higher will increase from 56% to 66%, as measured by the ELA FSA. The percent of students in grades 4-5 who demonstrate a learning gain will increase from 58% to 68% as measured on ELA FSA. The percent of students in grades 4-5 who demonstrate learning gains in ELA L25 will increase from 47% to 57% as measured by the ELA FSA.
Person responsible for monitoring outcome	Holly Del Duca (delducah@pcsb.org)
Evidence-based Strategy	Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text and apply foundational skills, with high-quality feedback and opportunites to use that feedback. Empower ELA champions/cohort teachers to develop as literacy leaders (ex. co-facilitate pd sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices.)
Rationale for Evidence-based Strategy	The problem is occurring because the level of active student engagement in complex text aligned to rigorous tasks needs to increase. This rationale is determined by walk through observations and student outcome data. If students are presented with rich learning tasks that are aligned to the standards and are provided time to engage and struggle with text, the problem would be reduced and achievement results would increase by at least 10%.
Action Step	
Description	1. A focus on foundational skills (ie Fun with Phonics) being taught in K-2 led by ELA Champions and monitored by administration. 2. Facilitate ELA professional development with a focus on standards-based instruction and target/task alignment. Walkthroughs and formative feedback provided by administration and peers during learning walks. 3. Collaborative planning led by ELA champions grades K-5. 4. Utilize the gradual release model and ensure that students experience intentional shift from compliance to engagement in rich tasks, complex thinking and inquiry. Use of ongoing administrative walkthroughs with formative feedback to support implementation. 5. Monitor ELA L25 data, develop L25 action plans for students, monitor plans using MAP data, informal assessments and grades. 6. Update the FSA student spreadsheet to identify students in the Lowest 25%, students who did not make learning gains, and share with teachers. 7. Students will utilize a personal data folder to track their ELA progress in MAP, RR and writing performance. 8. Intervention/Extension: ERELM teachers deliver small group interventions, Istation, Book/Writing club initiative. 9. Utilize learning boards/scales to support content based instruction. 10. Monitor ongoing formal and informal data in PLC, develop and implement actionable steps.

	11. Utilize Pinellas Vocabulary project to increase academic and content vocabulary. 12. Implement CRT strategies to increase student engagement and meet needs of all learners.
Person Responsible	Holly Del Duca (delducah@pcsb.org)

#2	
Title	Science Proficiency
Rationale	Our current level of performance is 58%, as evidenced in the number of students achieving a level 3 or higher on the Science SSA. We expect our performance level to be 68% by May 2020.
State the measurable outcome the school plans to achieve	The percent of all 5th grade students achieving science proficiency will increase from 58% to 68% as measured by the SSA in May 2020.
Person responsible for monitoring outcome	Holly Del Duca (delducah@pcsb.org)
Evidence-based Strategy	Utilize systemic documents to effectvely plan for science units that incorporate the 10-70-20 science instructional models and included appropriate grade level utilization of the science labs in grades 1-5. Additionally, develop, implement and monitor a data driven standards review plan using the 3rd and 4th grade diagnostic assessment.
Rationale for Evidence-based Strategy	The problem is content vocabulary and the understanding of 3rd and 4th standards. If vocabulary instruction increases and a specific action plan to review 3rd and 4th grade standards along with consistent monitoring of student progress through data chats, the problem would be reduced by at least 10%.
Action Step	
Description	1. Utilize the 5th grade science diagnostic (August and January) to determine students who demonstrate an achievement gap in 3rd and 4th standards, create and implement action plan to close gap. 2. Identify key vocabulary and key concepts to practice and review with academic gaming. 3. Implement the 10-70-20 routine with fidelity in grades 1-5 and monitor through administrative monitoring with feedback and learning walks. 4. ELP programs to foucs on gaps in science content. 5. Develop a plan to focus on the Nature of Science standards and embed these standards through out all science units and science lab units. 6. Academic vocabulary taught through specialists. 7. Implement 5th grade science unit assessments, identify 5th grade low performing standards and include in review plan.
Person Responsible	Holly Del Duca (delducah@pcsb.org)

#3	
Title	Bridging the Gap/Academic Improvement of Black Students
Rationale	Our Federal Percent of Points Index (FPPI) is 37% for our Black subgroup and the expected performance is 41%.
State the measurable outcome the school plans to achieve	The percent of black students achieving at proficiency or higher will increase from 37%% to 51% in ELA and Math combined by May 2020 as measured by the FSA ELA and Math Assessments.
Person responsible for monitoring outcome	Holly Del Duca (delducah@pcsb.org)
Evidence-based Strategy	Increase the implementation of culturally relevant instructional practices in classrooms to ensure equity is evident for all students.
Rationale for Evidence-based Strategy	The probem/gap may be occurring because there is a need to deepen undertanding and implementation of culturally relevant teaching and understanding of equity. If culturally responsive teaching strategies and professional development aligned to equity is implemented, there would be a 10% increase in academic achievement in all curriculum areas.
Action Step	
Description	1. Observe and monitor student data within black subgroup. 2. Provide school based mentors for black students to support student connection to school community, academics and extracurricular activities. (Plumb Mentoring Program) 3. Provide professional development on culturally relevant teaching strategies: Restorative Practices, AVID/CRT, 6 Ms, Teach Like a Champion, Equity, to increase the engagement of black students by developing culturally responsive classroom environments that support learning styles of students. 4. Provide opportunity for teachers to observe culturally responsive instruction by doing class walks. 5. Ensure opportunity for black students to attend extended learning, have representation in clubs/activities. 6. Professional Development in Trauma Informed Care training.
Person Responsible	Holly Del Duca (delducah@pcsb.org)

#4	
Title	School Climate/Conditions for Learning
Rationale	Our current level of performance in school-wide behavior is 17 referrals which is an increase from 12 referrals. The gap in behavior performance may be occurring due to the need for additional professional development in culturally responsive teaching, restorative practices and equity.
State the measurable outcome the school plans to achieve	The number of discipline referrals will decrease from 17-9 by May 2020, as evidenced by school wide behavior data.
Person responsible for monitoring outcome	Carlie Stach (stachc@pcsb.org)
Evidence-based Strategy	Strengthen the implementation of research-based practices that communicate high expectations for students and support the implementation of engagement strategies that support the development of social and instructional teaching practices.
Rationale for Evidence-based Strategy	Continued professional development in Restorative Practices, Equity and CRT will provide staff with strategies to monitor student behavior and build positive classroom cultures and gain understanding of their own biases. By monitoring school wide discipline data and monitoring classroom culture/CRT implementation the number of discipline referrals will decrease.
Action Step	
Description	1. Revise the school wide behavior plan to ensure alignment with PBIS, RP, CRT, SEL and provide professional development on the plan for staff during preschool and through out the school year. 2. Communicate behavior data regularly with the staff. 3. Student service team members will conduct support groups for students who demonstrate need for addtional supports and the behavior specialist will provide embedded classroom support for students/staff. 4. Behavior spreadsheets will be in O365 to monitor behavior calls, use of positive behavior rewards and fidelity of monitoring Tier 2 and Tier 3 students. 5. The use of restorative practices will continue: staff will be provided on going professional development, school wide expectation of daily morning circles to increase positive class culture, teach SEL skills, class processes and routines and celebrations. 6. Professional development on Equity will be provided throughout the year and administration will become Equity Champions.
Person Responsible	Carlie Stach (stachc@pcsb.org)

#5	
Title	Attendance
Rationale	Our current attendance rate is 94%. We expect our performance level to be 97% by May 2020. The problem/gap in attendance is occurring because frist and second grade cohorts demonstrated a high rate of absenteeism. Currently 13% of our students are missing 10% of school and we expect this attendance level to be 7% by May 2020.
State the measurable outcome the school plans to achieve	The goal is to increase our daily attendance rate from 94% to 97%. 13% of students missing 10% of school will decrease to 8% by May 2020.
Person responsible for monitoring outcome	Kimberly Houtz (houtzk@pcsb.org)
Evidence-based Strategy	Strengthen the attendance problem-solving process to address and support the needs of students across all attendance tiers.
Rationale for Evidence-based Strategy	The problem/gap is occurring because the students who were frequently absent demonstrated a lack of connectedness. If teachers, students and families experience positive interactions and communication from school we can overcome the barriers that cause attendance concerns.
Action Step	
Description	1. Review attendance taking processes, and school wide processes for increasing attendance. 2. Review attendance rates and school wide attendance monitoring plan during CST meetings. Share attendance information with staff. 3. Implement Tier 2 and Tier 3 plans for students who have specific attendance needs. These plans will be monitored by guidance and social worker. 4. Develop an attendance incentive program to engage and reward classes for attendance. 5. Communicate the importance of attendance on achievement with families through SAC, PTA, school messenger and at school events. 6. CST will monitor average attendance rates, review accurate collection of attendance data and review the school wide attendance plan monthly. 7. Specific plan to contact families of students who are missing 10% of school.
Person Responsible	Kimberly Houtz (houtzk@pcsb.org)

#6	
Title	Healthy Schools
Rationale	Our current level of performance is Bronze as evidenced by Healthy School Initiative. We expect our performance level to be Silver by May 2020.
State the measurable outcome the school plans to achieve	We expect our outcome to be Bronze status as measured by Healthy School Initiatives in May 2020.
Person responsible for monitoring outcome	Carlie Stach (stachc@pcsb.org)
Evidence-based Strategy	Utitlize the Healthy Schools Initiative to ensure students and staff of Plumb Elementary are engaged in activities and professional development that supports healthy eating, exercise and overall wellness.
Rationale for Evidence-based Strategy	The rationale for focusing on reaching the Bronze level will increase the school community committment to health and wellness, engagement in initiatives to support connectedness, mental health and wellness and exercise.
Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator,Cafeteria Manager, Parent, and Student. 2. Complete the Healthy School Team Assessment. 3. Healthy Schools team will develop and implement a plan to encourage staff and students to participate in a healthy school program. 4. Implement initiatives such as: Mammogram Bus, Mental Health Speakers and physical activity to support the wellness of staff, weightloss challenges. 5. Continue to implement Breathe for Change, Mindful Mondays/Mindful Movements activities led by the Equity Champion to support awareness among staff and students.
Person Responsible	Carlie Stach (stachc@pcsb.org)

#7	
Title	Family and Community Engagement
Rationale	Our current level of performance is that parents attend our family engagement events at about 45% based on sign in sheets that are provided at each event. We expect our performance to be at 55% evidenced by data collected by May 2020.
State the measurable outcome the school plans to achieve	The attendance rate at school events will increase from 45% to 55% as measured by sign in sheets by May 2020.
Person responsible for monitoring outcome	Rebekah Moran (moranre@pcsb.org)
Evidence-based Strategy	Implement a family and community event program that integrates curriculum, the arts, student achievement, celebration and that is clearly communicated to all stakeholders..
Rationale for Evidence-based Strategy	Often our art programs/performances outweigh academic programs so by infusing both we will be able to increase our attendance.
Action Step	
Description	1. Conduct regular data chats with parents and students to discuss student progress with FSA, MAP and grade level standards. Data chats will be facilitated by teachers and will take place throughout year using student data folders. 2. Conduct parent and family meetings and/or webinars to communicate school and classroom process, expectations and content expectations. Teachers and administrators will conduct these meetings at least 2 times per semester. 3. Utilize the student service teams to provide families/parents and students with multiple resources, tools, outside agencies, triage support and referrals to support the various needs of families. The school resource team will provide these services on a weekly basis and based on student need. 4. Streamline family engagement efforts that are result-oriented (linked to learning), by providing events that connect academic and the arts. 5. Data: SBLT team will utlilize student and family feedback by reviewing and monitoring AdvancEd survey, gathering feedback from SAC and PTA at least one time per semester. SIP family engagement team will review event feedback forms. 6. Work collaboratively with PTA and SAC to implement family engagement events such as literacy, math, science nights, school events and meetings. 7. Participate in the Clearwater Achievement Council.
Person Responsible	Rebekah Moran (moranre@pcsb.org)

#8	
Title	Math Proficiency
Rationale	Our current level of performance is 62% proficient or higher, as evidenced in Math FSA Assessments. We expect our performance level to be 72% by May 2020.
State the measurable outcome the school plans to achieve	The percentage of all students achieving math proficiency or higher will increase from 62% to 72% as measured by the Math FSA. The percentage of all students achieving math Learning Gains will increase from 53% to 63% as measured by the Math FSA The percentage of all L25 students achieving math Learning Gains will increase from 34% to 50% as measured by the Math FSA.
Person responsible for monitoring outcome	Holly Del Duca (delducah@pcsb.org)
Evidence-based Strategy	Ensure that rigorous, student centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video. Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks.
Rationale for Evidence-based Strategy	The problem/gap is occurring because there may be a deficiency in fluency and/or number sense needed to complete the rigor of tasks. If number routines are implemented with fidelity and based on areas of need the barrier would be reduced, and achievement would increase by 10%.
Action Step	
Description	1. Update the FSA student spread sheet to identify the students in the L25, the students who did not make learning gains and the students who did make learning gains. 2. Create an action plan with grade 4-5 and VE teachers to set goals and action steps for SWD/L25, monitor progress using informal, MAP cycles and student grade performance. 3. Deliver Number Routine PD. Conduct learning walks and classroom observations focusing on number routines. (MTLI Leaders/Administration) 4. Teachers will utilize unit assessments and formative assessment tasks to monitor student progress between MAP cycles. 5. Deliver professional development, facilitate collaborative planning to deepen understanding of math standards, math shifts and math practices, math discussions. 6. Utilize student data folders to increase student ownership/autonomy of learning and provide format for students to share their learning with parents. 7. Implement culturally responsive instructional strategies to engage all learners. 8. Implement an ELP program to support students with mathematic gaps.
Person Responsible	Holly Del Duca (delducah@pcsb.org)

#9	
Title	SWD
Rationale	Our current level of performance in ELA proficiency is 21%, we expect our performance to be 51% in ELA. Our current level of performance in math proficiency is 32%, we expect our performance to be 51% in math.
State the measurable outcome the school plans to achieve	The percent of ESE students proficient in ELA and Math will increase from 38% to 51% as measured by FSA testing in May 2020.
Person responsible for monitoring outcome	Holly Del Duca (delducah@pcsb.org)
Evidence-based Strategy	Students requiring ESE services work towards mastery of meaningful individual IEP goals, while learning the foundational skills they need engage in rigorous, grade level content in the Least Restricted Environment.
Rationale for Evidence-based Strategy	The problem/gap is occuring because ESE students need more exposure to cognitively complex tasks with scaffolded support.
Action Step	
Description	1. Provide opportunities for ESE teachers to plan with general education teachers. 2. Focus on an intentional plan for services to be provided and clustering of students within the master schedule and class lists. 3. Monitor subgroup data using MAP, running record and informal assessments, attendance, behavior, grades 4. Provide professional development on CRT, SEL, RP, AVID/CRT, Equity 5. Provide professional development on grade level standards for VE resource teachers 6. Utilize both push in and pull out model for instruction to service students. 7. Conduct data chats with VE resource teachers during each assessment cycle.
Person Responsible	Holly Del Duca (delducah@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Proficiency				$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			3431 - Plumb Elementary School	School Improvement Funds		$2,100.00
			Notes: TDE for teachers to complete observational walks. to support ELA and math instruction.			
2	**III.A.**	**Areas of Focus: Science Proficiency**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3431 - Plumb Elementary School	School Improvement Funds		$500.00
			Notes: Purchase science boards to support school wide science projects, study of nature of science, and community engagement.			
3	**III.A.**	**Areas of Focus: Bridging the Gap/Academic Improvement of Black Students**				**$0.00**
4	**III.A.**	**Areas of Focus: School Climate/Conditions for Learning**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3431 - Plumb Elementary School	School Improvement Funds		$500.00
			Notes: Purchase materials/books to support schoolwide character program and equity initiative to support conditions for learning goal.			
5	**III.A.**	**Areas of Focus: Attendance**				**$0.00**
6	**III.A.**	**Areas of Focus: Healthy Schools**				**$0.00**
7	**III.A.**	**Areas of Focus: Family and Community Engagement**				**$0.00**
8	**III.A.**	**Areas of Focus: Math Proficiency**				**$0.00**
9	**III.A.**	**Areas of Focus: SWD**				**$0.00**
					Total:	**$3,100.00**