Pinellas County Schools

Plumb Elementary School

2021-22 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: 7/16/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	91%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Del Duca, Holly	Principal	Job duties and responsibilities include the overseeing of the teaching and learning at the site. These duties include promoting and maintaining high student achievement. Developing and implementing a school vision and mission of academic success and personal growth for all students. Provide and ensure a safe learning environment, grow leadership in others, maintain school operations, build and sustain a school climate that supports the needs and vision of the staff, scholars and families.
Stach, Carlie	Assistant Principal	The duties include but are not limited to: instructional leader, curriculum and instruction manager, leader of SIP goals. Additionally monitors data, school testing facilitator. Leads the work of family engagement, safety/emergency drill leader, transportation, PBIS facilitator and teacher evaluations. Oversees the overall teaching and learning and operations of the school
Kourkoulos, Kathleen	Behavior Specialist	Responsibilities include Tier 1 behavior data and monitor the processes of school wide PBIS. Supports the development and implementation of Tier 1 PBIS strategies Collects and shares STOIC data with leadership team. Facilitates and and supports the collection of data and implementation of supportive strategies in the Tier 2 and 3 behavior plans. She is responsible for serving the needs of the school ASD population through individual support, social skills lessons and support of teachers and families.
Kenngott, Nicole	Teacher, K-12	Classroom teacher. Leads the work of Restorative Practices as the facilitator of this work. Provides professional development in RP relating to academics and behavior, repairing relationships, and she develops a clear plan for communicating the expectations and training of RP to all stakeholders. Assists in monitoring school climate SIP goal
Houtz, Kimberly	School Counselor	See Something, Say Something coordinator, Bully investigation facilitator, 504 coordinator, gifted coordinator, guidance lessons, small groups facilitator based on needs assessments. Assists in monitoring actions steps in our SIP, reviews school wide data, part of decision making team in regards to attendance, school wide initiatives that support social and emotional growth of scholars.
Moran, Rebekah	Teacher, K-12	Assists in monitoring actions steps in our SIP, reviews school wide data, supports initiatives, part of the decision making team with respect to school wide initiatives, instructional support and data monitoring.
Saari, Michelle	Teacher, K-12	Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Name	Position Title	Job Duties and Responsibilities
Campbell, Tamara	Teacher, K-12	Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Janecek, Jennifer	Teacher, K-12	Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Parrish, Mollie	Other	Ensures students and staff are supported with technology. Focuses on tech inventory, tech help tickets and tech repairs. Assists in monitoring our action steps in our SIP, reviews school wide data, supports school wide initiatives, part of decision making team with respect to school wide initiatives with a focus on reading, instructional support and data monitoring.
Kent, Melissa	Teacher, ESE	VE Resource Teacher. Supports data review and implementation of high yield instructional practices to support student achievement.

Demographic Information

Principal start date

Friday 7/16/2021, Holly Del Duca

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

668

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

3

Demographic Data

Early Warning Systems

2021-22

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

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 7/8/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	115	98	103	110	104	0	0	0	0	0	0	0	606
Attendance below 90 percent	0	15	19	22	19	12	0	0	0	0	0	0	0	87
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	7	5	0	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	14	15	16	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	13	13	17	0	0	0	0	0	0	0	43

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	2	6	5	0	0	0	0	0	0	0	13

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	76	115	98	103	110	104	0	0	0	0	0	0	0	606
Attendance below 90 percent	0	15	19	22	19	12	0	0	0	0	0	0	0	87
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	7	5	0	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	14	15	16	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	13	13	17	0	0	0	0	0	0	0	43

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	2	6	5	0	0	0	0	0	0	0	13

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	54%	57%	55%	50%	56%
ELA Learning Gains				58%	59%	58%	54%	47%	55%
ELA Lowest 25th Percentile				47%	54%	53%	29%	40%	48%
Math Achievement				62%	61%	63%	67%	61%	62%
Math Learning Gains				53%	61%	62%	58%	56%	59%
Math Lowest 25th Percentile				34%	48%	51%	37%	42%	47%
Science Achievement				58%	53%	53%	65%	57%	55%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	56%	-7%	58%	-9%
Cohort Comparison						
04	2021					
	2019	57%	56%	1%	58%	-1%
Cohort Comparison		-49%				
05	2021					
	2019	59%	54%	5%	56%	3%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	62%	-5%	62%	-5%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	68%	64%	4%	64%	4%
Cohort Comparison		-57%				
05	2021					
	2019	59%	60%	-1%	60%	-1%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	54%	3%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used for grades 1-2 in ELA and math is NWEA Map proficiency percentile for fall, winter and spring ath the 50th-99th percentile. For grades 2-5 ELA and Math: level 3-5 projected FSA proficiency as measured by MAP. Grade 5 science: score of 50% or higher on cycle assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	53	56
	Economically Disadvantaged	-	-	-
	Students With Disabilities	6	6	13
	English Language Learners	10	18	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70	58	49
	Economically Disadvantaged	55	42	27
	Students With Disabilities	13	27	27
	English Language Learners	30	39	27

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	50	46
	Economically Disadvantaged	40	46	40
	Students With Disabilities	17	10	10
	English Language Learners	75	33	56
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	46	50
	Economically Disadvantaged	44	42	39
	Students With Disabilities	17	15	8
	English Language Learners	75	44	67

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	52	-
	Economically Disadvantaged	46	42	-
	Students With Disabilities	17	15	-
	English Language Learners	75	44	-
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	52	-
	Economically Disadvantaged	38	40	-
	Students With Disabilities	10	20	-
	English Language Learners	30	42	-

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	51	-
	Economically Disadvantaged	29	33	-
	Students With Disabilities	10	14	-
	English Language Learners	27	15	-
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	38	42
	Economically Disadvantaged	29	26	31
	Students With Disabilities	14	14	13
	English Language Learners	18	15	14

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	38	45
	Economically Disadvantaged	33	29	33
	Students With Disabilities	13	13	18
	English Language Learners	8	8	18
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	43	44
	Economically Disadvantaged	30	31	33
	Students With Disabilities	20	13	20
	English Language Learners	17	17	8
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	78	92	-
	Economically Disadvantaged	75	89	-
	Students With Disabilities	40	67	-
	English Language Learners	46	70	-

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	31	33	27	31		7				
ELL	46	62		38	36		31				
BLK	32			29							
HSP	43	48		45	30	30	30				
MUL	71			76							
WHT	63	56	40	65	61		63				
FRL	42	50	32	44	46	32	38				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	33	38	32	47	53	31				
ELL	35	47	42	50	47	42	29				
BLK	25	55		32	35	25	50				
HSP	36	49	43	56	58	42	39				
MUL	62	56		59	39		60				
WHT	64	60	52	68	55	38	66				
FRL	41	57	58	51	51	33	44				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
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	69
Total Points Earned for the Federal Index	413

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	47
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	31
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	42
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	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	58
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

ELL students tend to show growth in math or stronger scores in math
SWD students are not showing gains across the year. There was fluctuation across the year. Many students came in and out of face to face instruction through out the year.
We are performing at or near 50% for proficiency across the 3 MAP testing cycles in grades 1-5. There scores change with not a predictable pattern as students experienced various testing environments as they were engaged in testing based on their type of instruction.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Proficiency levels in ELA and math are performing around 50 percent which shows a need to increase proficiency rates. ELA achievement in SWD is an area of great need.

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

Attendance for health reasons and online learning were contributing factors that led to this need for improvement as well as the modifications to instructional delivery that were accessed during the 2020-2021 school year based on social distancing requirements and online learning.
Actions to be taken:
1. CST focus on attendance strategies and positive initiatives to support good attendance

2. PBIS team focus on RP, PBIS and SEL strategies to support the social and emotional wellness of students.
3. Instructional team focus on accelerated learning strategies, researched base instructional strategies, equitable teaching practices.
4. Focus on student data for overall class and subgroups.
5. Increase opportunities for collaboration with families and community.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

5th Grade Science on district assessments show increase.
Learning Gains in ELA for L25 and overall Learning Gains for ELA showed improvement.
Increase in Math data for 2019 FSA.

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

Actionable plan for science standards reteach, use of formative assessments were contributing factors to science growth.
Focus on strategies to support students in making learning gains through differentiated instruction and collaboration with teachers, resource teachers and interventionists.
Implementation of mathematical practices aligned to math standards- exposure to grade level standards with meaningful practice and feedback.

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

1. In mathematics it will be necessary to monitor the flow of the math block for pacing to include rigorous, grade level content, purposeful practice, and remediation/enrichment.
2. In ELA there will be implementation of a reading and writing block that is focused on grade level content that is taught through research based strategies such as gradual release and the opportunity for extended engagement in reading and writing with monitoring and feedback.
3. Focus on instructional practices that increase student engagement and relationship to learning.
4. Focus in initiatives to increase attendance, strength of PBIS plan and family engagement.

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

1. ELA professional development focused on ELA champions to include: BEST standards, gradual release model, equitable grading practices and learning walks
2. Math professional development on mathematical practices, Ready Math Training and Dreambox professional development.
3. Focus on Culturally Relevant Teaching strategies and equitable practices utilizing research based resources.
4. Use of various assessments such as running record, unit assessments, NWEA MAP, ELFAC

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

1. Determine teacher leaders who will become experts as ELA champions, Dreambox Champions, Istation Champions who will continue to lead professional development, learning walks and school wide initiatives to support student achievement.
2. Create a plan for monitoring data, writing goals, actions steps and follow up create a streamlined focus on achievement. Use formative assessments to drive instruction.

3. Increase effectiveness of student service team to support the social emotional needs of students and staff.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our current level of performance is 54% as evidenced in the number of students achieving level 3 or higher on the ELA portion of the FSA during the 2020-2021 school year. We expect our proficiency performance level to be 64 % in FSA ELA. This area of focus was determined based on student FSA data, walkthrough observations and MAP data. The need to move beyond compliant engagement into meaningful engagement in conjunction with an emphasis on the incorporation of planned standards based instruction that is facilitated through a collaborative teaming structure for students. When students are engaged in aligned lessons, they are more able to incorporate collaborative team talk, comprehend standards-based tasks, and retain the level of learning necessary to make gains and achieve proficiency. As teachers continue to grow in content knowledge, effective teaching strategies strengthen and engagement and learning also increase.
Measurable Outcome:	The percent of all students in grades 3-5 achieving ELA proficiency or higher will increase from 54 % to 64%, as measured by the ELA FSA. Increase ELA learning gains from 54% to 60%. Increase L25 learning gains from 35% to 50%.
Monitoring:	The area of focus will be monitored by walkthrough observation data and feedback, MAP data and other performance data such as Running Record, ELFAC, district assessments, FSA outcomes.
Person responsible for monitoring outcome:	Holly Del Duca (delducah@pcsb.org)
Evidence-based Strategy:	Facilitate ELA focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, developing and applying foundational skills, and the academic ELA shifts. -regular practice with complex texts and academic language that are focused on standards -Reading, writing and speaking grounded in evidence from texts -Building knowledge through content-rich nonfiction -Using writing rubrics to support instruction and understanding of the writing process Prioritize student engagement in immense amounts of reading, discussion, and writing with on time, actionable feedback. The strategy is to provide ample time to students to read and write in efforts to build stamina and to receive feedback and opportunity to use feedback to deepen and retain understanding of grade level standards. Monitor instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research based principles.
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 be increase and students need to be provided consistent access to grade level text/core curriculum. Teachers need to be experts in content so that delivery of instruction in aligned and instructional strategies used supports student interaction with grade level standards. This rationale is determined by walk through observations and student data. If students are presented with rich learning tasks that are aligned to the standards and if students are provided time to engaged, struggle with text and received formative feedback the problem would be reduced and achievement results would increase by at least 10%

Action Steps to Implement

Focus on instructional practices
1. Provide support and feedback focused on explicit, systematic and sequential approaches to reading instruction including a gradual release of responsibility model of instruction.

2. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark.
3. Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring there is time given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback.
4. Targeted focus on using Culturally Relevant Teaching strategies to provide engagement and equitable learning opportunities in all classrooms
5. Focus on acceleration and research-based strategies to support potential learning gaps.
6. Utilize the learning board matrix to include the standard, target, task and evidence in each ELA classroom.

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

Focus on foundational skills in K-2
1. Ensure teachers have a clear understanding of the K-2 B.E.S.T. ELA Standards
2. Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to identify and close gaps early.
3. Conduct scheduled classroom observations and provide feedback on implementation of standards and instructional practice using rigor walk tool.

Person Responsible Carlie Stach (stachc@pcsb.org)

Professional Development
1. Recruit/retain a strong ELA Champion at each grade level
2. Leaders and teachers attend ELA Champion meetings 3 x a year and partner to empower ELA champions/cohort teachers to develop as literacy leaders by co-planning and co-facilitating classroom visits.
3. Utilize district model classroom support documents when planning & facilitating classroom visits.

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

Utilize multiple assessments to collect and assess data in reading and writing.
1. Students use an individual data folder to track ELA progress in MAP, Running Record and writing. Students set goals/action steps to increase individual achievement and self-efficacy.
2. Teachers us multiple data sources to plan for differentiation: MAP, RR, OPM, Istation, ELFAC
3. Monitor L35 data and develop and implement action plans to support closing the gap.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our current level of performance is 57% proficient or higher, as evidenced by Math FSA Assessments. We expect our performance level to be 67% by May 2021.
Measurable Outcome:	The percentage of all students achieving math proficiency or higher will increase from 57% to 67% as measured by the math FSA. The percentage of all students achieving math learning gains will increase from 56% to 60% as measured by Math FSA. Learning gains for L25 will increase from 36% to 50%
Monitoring:	The area of focus will be monitored by using ongoing formative assessment data, walk through observation of instruction and content delivery, MAP data and FSA data.
Person responsible for monitoring outcome:	Holly Del Duca (delducah@pcsb.org)
Evidence-based Strategy:	The evidenced based strategy will include collaborative planning and teaching of standards-based lessons with an emphasis on task alignment to the standards of the grade level, as well as, teacher monitoring/tracking student evidence in order to take action throughout the lesson. Ensure that rigorous, student centered instruction occurs daily through the use of Ready Classroom Mathematics, Dreambox Learning, Number Routines and other standards-aligned resources. Instruction and planning are supported in PLC, curriculum meetings, and by math teacher leaders. Empower mathematic teacher leaders to facilitate alongside administrators in the delivery of mathematics focused professional development.
Rationale for Evidence-based Strategy:	Prior to teaching staff must plan with the end in mind in order to break down the standard/ lesson into smaller tasks. When teaching lessons the teachers should be observing, monitoring and providing feedback or making instructional decisions to implement small group instruction. Additionally a focus on mathematics fluency is needed to support increase in student achievement.

Action Steps to Implement

Ensure that all teachers engage in mathematics unit planning.

Person Responsible	Carlie Stach (stachc@pcsb.org)

1.Implement mathematical thinking and reasoning with accountable talk
2. Common exit ticket and common fluency tracking systems
3. Unit assessment protocol
4. Implement number routines for fluency
5. Use reflective questioning to understand student progression to learning.
6. Use scaffolding and acceleration strategies to close potential gaps in learning.
7. Create an action plan with grade 4 and 5 teachers, VE teachers, and gifted teacher to set goals, create action steps for SWD and L35 group and gifted.
8. Use student data folders to increase student ownership/autonomy of learning, achievement and goal setting.
9. Utilize assessment schedules to incorporate formative and summative assessments analysis into the

calendar
10. Monitor classroom instruction and provide individualized feedback and support each week

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

Monitor the flow of the math block for pacing to include rigorous, grade level content, purposeful practice and remediation/enrichment.
1. Monitor the flow of the math block in every class, at least weekly
2. Provide support and feedback to teachers as needed based on observations
3. Provide opportunity for school based classroom walk throughs led by math leaders to support the implementation of rigorous, content-based math instruction

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

Implement school wide initiatives/incentives to support math instruction
1. Dreambox monitoring initiative
2. Fact fluency initiative
3. Math instruction positives in weekly newsletter

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

Implement an ELP program to support students with mathematic gaps

Person Responsible Carlie Stach (stachc@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our current level of performance is 52%, as evidenced in SSA proficiency (level 3 and above.) We expect our performance level to be 62% by May 2022. The problem/gap is occurring because students did not have a deep enough understanding of grade level science standards and the science standards previously taught in third and fourth grade. If effective use of diagnostic tests and formative assessments is used then intensive differentiation of instruction could support closing the gaps of understanding. The use of academic gaming can assist in increasing engagement in grade level content and vocabulary. By doing this work the problem could be reduced.
Measurable Outcome:	The percent of all 5th grade students achieving science proficiency will increase from 52% to 62% as measured by the SSA in May 2022.
Monitoring:	The area of focus will be monitored by classroom walk through observations, collection and analysis of student data on science unit assessments, diagnostic assessments and student work samples.
Person responsible for monitoring outcome:	Holly Del Duca (delducah@pcsb.org)
Evidence-based Strategy:	Utilize systemic documents to effectively plan for science units that incorporate the 4-I instructional routine. (Ignite-Investigate-Inform Instruction). Support and use formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.
Rationale for Evidence-based Strategy:	By using data to align instruction, differentiate and support students at various levels student achievement would increase. If teachers are using specific planning plans, they will deepen their understanding of the content, and utilize strategies to support all students.

Action Steps to Implement	
Facilitate science PD through monthly curriculum meetings and/or weekly PLC	
Person Responsible	Carlie Stach (stachc@pcsb.org)
Develop, implement and monitor a data-driven 5th grade standards review plan using the 3rd and 4th grade fall diagnostic assessment and revise after data analysis of the spring mock SSA. Review diagnostic data with 3rd/4th grade teachers.	
Person Responsible	Tamara Campbell (campbelltam@pcsb.org)
Support classroom teachers in planning how science investigations (projects) will be addressed at each grade level through conversations during PLCs and planning sessions. Utilize district-created pacing calendar for science projects as support and schedule a school-based science showcase to celebrate student work.	
Person Responsible	Rebekah Moran (moranre@pcsb.org)
Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.	
Person Responsible	Carlie Stach (stachc@pcsb.org)

Implement the 3 I Daily Lesson Routine: Ignite, Investigate, Inform Instruction
Implement 5 E instructional model in all science classrooms.

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

#4. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Our current level of performance is Bronze as evidenced by Healthy School Initiative. We expect our performance to be Silver by May 2022.
Measurable Outcome:	We expect our outcome to be Silver status as measured by Healthy School Initiatives in May 2022.
Monitoring:	Monitor the completion of the healthy schools rubric.
Person responsible for monitoring outcome:	Holly Del Duca (delducah@pcsb.org)
Evidence-based Strategy:	Utilize the Healthy School Initiative to ensure students and staff a Plumb Elementary are engaged in activities and professional development that supports healthy eating, exercise and wellness.
Rationale for Evidence-based Strategy:	The rationale for focusing on reaching Silver status will increase the school community's commitment to health and wellness, engagement in initiatives to support connectedness, mental health and physical wellness and exercise.

Action Steps to Implement

Complete the Healthy School Team Assessment

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

Healthy School Team will develop and implement a plan to encourage staff and students to participate in a healthy school program.

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

Implement initiatives such as: Mammogram Bus, Mental Health presentations, and physical activities to support the wellness of staff, and healthy weight challenges.

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

Assemble a healthy school team made up of a minimum of four individuals including but not limited to: PE teacher, classroom teacher, wellness champion, administrator, cafe manager, parent and/or student.

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

#5. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Our current attendance rate is 92.7%. We expect our performance level to be 96% by May 2022. The problem/gap in attendance is occurring because a large percent of students are missing 10% or more. The percent of students missing 10% or more of school is 25%. This number needs to be decreased.
Measurable Outcome:	The goal is to increase our daily attendance rate from 92.7% to 96% by May of 2022. Students missing 10% of school will decrease from 25% to 20% by May 2022.
Monitoring:	Attendance data will be monitored and analyzed in CST meetings.
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 and to implement positive incentives for attendance.
Rationale for Evidence-based Strategy:	The rationale is to ensure that our CST (Child Study Team) meetings are focused on problem solving practices, innovative incentives and communication to all stakeholders regarding the progress of CST meetings and action steps.

Action Steps to Implement

Review attendance rates and school wide attendance monitoring plan during CST meetings.
1. Share attendance information with staff
2. Implement a Tier 2 and Tier 3 plans for students who have specific attendance needs.

Person Responsible Kimberly Houtz (houtzk@pcsb.org)

Develop and implement an attendance program to engage and reward classes for attendance.

Person Responsible Kimberly Houtz (houtzk@pcsb.org)

Communicate the importance of attendance with families by using school website, school messenger, school marquis, newsletters, SAC, PTA, and school events.

Person Responsible Kimberly Houtz (houtzk@pcsb.org)

Develop and implement a plan for contacting and connecting with families who:
1. Missing 10% of school
2. L25 subgroup in grades 3-5

Person Responsible Kimberly Houtz (houtzk@pcsb.org)

#6. Other specifically relating to Family and Community Involvement	
Area of Focus Description and Rationale:	Parent involvement was significantly impacted by the pandemic and limited opportunities to engage in person on campus during the 2020-2021 school year. We expect to increase the opportunities for family engagement events both brick and mortar and virtual for the 2021-2022 school year.
Measurable Outcome:	85% of student will have had a parent/teacher/student conference a minimum of one time during the 2021-2022 school year.
Monitoring:	This area will be monitored by teachers maintaining record of parent/teacher/student conferences.
Person responsible for monitoring outcome:	Holly Del Duca (delducah@pcsb.org)
Evidence-based Strategy:	Implement a multitiered family engagement program to include but not limited to the following: 1. Student led conferences for grades K=5 2. Parent/Teacher/student conferences 3. Programs that integrate curriculum, the arts, student achievement, technology, celebrations that are communicated to all stakeholders. Programs can be implemented in both brick/mortar of virtual applications.
Rationale for Evidence-based Strategy:	Often our art programs/performances outweigh academic programs in attendance. If these events are combined then attendance in both programs will increase. Additionally, using technology resources will increase opportunities for engagement.

Action Steps to Implement

Effectively communicate with families about their student's progress and school processes/practices/ expectations.
1. Conduct regular data chats with parents/students to discuss student progress in MAP, FSA, RR, Istation, Science, Dreambox and grade level standards.
2. Utilize social media to increase communication with parents by using the PTA facebook page.
3. Parent/family meetings/webinars to communicate school and classroom processes and procedures including but not limited to: Open House, student led conferences, academic events

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

Student led conference for students in Grades K-5 to be completed during the school year.

Person Responsible	Rebekah Moran (moranre@pcsb.org)

Provide academic workshops for parents to increase student support at home.
Provide families/parents with academic tools/resources to support learning at home.

Person Responsible	Rebekah Moran (moranre@pcsb.org)

#7. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Data shows that there are gaps in the number of class incident reports for students who are multiracial and/or black.
Measurable Outcome:	The number of classroom behavior slips (green slips) will decrease by 10% by May 2022, as evidenced by school wide behavior data.
Monitoring:	The use of school wide behavior data will be used to monitor this area of Focus: 1. Referral data 2. Green Slip data 3. PBIS Tier 1 school wide data (Proud Pelicans/Character Tickets) 4. Office call data
Person responsible for monitoring outcome:	Kathleen Kourkoulos (kourkoulosk@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 to aid in increased social/emotional learning for all scholars.
Rationale for Evidence-based Strategy:	The need for continued professional development in Restorative Practices, Equity training, and Culturally Relevant Teaching practices will provide staff with strategies to explicitly teach, monitor, and provide feedback based on student behavior. The professional development will also help teachers and staff build positive classroom environments, gain understanding of their own biases. If PBIS and and Restorative Practice strategies are used school wide, the problem would be reduced by creating classroom environments that are responsive and inclusive of all learners. These classroom environments will be extended across general education classrooms, ASD classrooms and music, art, and PE.

Action Steps to Implement

1. Provide PD on the school wide PBIS plan with all stakeholders to ensure alignment of PBIS, Restorative Practices, Culturally Relevant Teaching and Equity practices
2. Communicate behavior plan to family community through document, school website and open house
3. Social skills groups for students provided by student service team.
4. Equity Champions support school wide initiatives including PD and Book of the Month

Person Responsible Carlie Stach (stachc@pcsb.org)

1. Embedded classroom support for students and staff provided by behavior specialist in ASD classrooms and general education classrooms as needed.
2. Behavior spread sheet in O365 to monitor behavior class, use of positive behavior rewards and performance of Tier 2 and Tier 3 students

Person Responsible Kathleen Kourkoulos (kourkoulosk@pcsb.org)

1. Restorative Practices: ongoing professional development, continue implementation of daily circles, high interest celebrations, Social Emotional Learning and related skills will be explicitly taught along with classroom process and routines.

Person Responsible Nicole Kenngott (kenngottn@pcsb.org)

#8. Other specifically relating to ESSA African American Students/Bridging the Gap	
Area of Focus Description and Rationale:	Winter Map data for black students was 20% proficiency. We expect this proficiency to increase to 51% by Winter Map December 2021.
Measurable Outcome:	The percent of black students achieving at proficiency or higher will increase from 20% to 51% in ELA by December 2021 as measured by the Winter MAP Assessments.
Monitoring:	This area of focus will be monitored by using ongoing data including NWEA Map proficiency percentiles, ongoing classroom assessments and classroom observation of student performance.
Person responsible for monitoring outcome:	Holly Del Duca (delducah@pcsb.org)
Evidence-based Strategy:	Provide timely, relevant professional development for Culturally Responsive Teaching and equitable practices and apply knowledge to lesson plans and learning activities in the classroom.
Rationale for Evidence-based Strategy:	1. In order to engage students and accelerate their learning, it is essential to provide asset based instruction that builds their self-efficacy, critical thinking and reasoning while making meaningful connections to their lived experiences, passions and goals. (Ladson-Billings, Gay) 2. Providing professional development to support effective instructional strategies will have great impact on student achievement. It will grow teacher capacity and overall increase the engagement of teachers and students.

Action Steps to Implement

1. Professional development on Culturally Relevant Teaching, Restorative Practice, and Equity to increase teacher instructional capacity and deepen understanding of biases.
2. Implement 6 M Framework or other tool to plan, reflect and revise lessons for cultural responsiveness.
3. Conduct school based learning walks to support implementation and reflection of high yield instructional strategies.
4. Utilize ongoing data to monitor achievement progress of Black students.

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

#9. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our current level of performance in ELA proficiency on Winter map 7%. We expect our performance to be 51% in ELA.
Measurable Outcome:	The percent of ESE students proficient in Winter MAP will increase from 7 % to 51 % as measured by MAP testing in Winter 2021.
Monitoring:	This area of focus will be monitored by focusing on MAP data, classroom assessment data and input from both VE resource teacher and classroom teacher during PLC and SBLT.
Person responsible for monitoring outcome:	Melissa Kent (kentm@pcsb.org)
Evidence-based Strategy:	Students requiring ESE services work toward learning the foundational skills they need to engage in rigorous, grade level content in the least restrictive environment.
Rationale for Evidence-based Strategy:	ESE students continue to struggle with master of grade level content as evidenced on trending FSA performance. The development of a plan to align planning blocks, increase push in/coteaching model will provide timely support for learners and increase student proficiency.

Action Steps to Implement

Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction, scaffolded and support delivery of services.
1. Use core curriculum to support grade level content/standard: grade level text, materials and content which is supported using supplementary aids/annotated texts.
2. Focus on teachers understanding of grade level standards
3. Utilize collaborative team teaching to support ESE students along with small group pull out based on needs of individual students.

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

Collect, interpret and plan for instruction based on data from Dream Box, Istation, OPM, and MAP to monitor progress with IEP goals and objectives to drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

Person Responsible	Carlie Stach (stachc@pcsb.org)

Monitor the use of appropriate curriculum and supportive strategies to ensure students needs are met.
1. Focus on acceleration and scaffolding up to close gaps
2. Use of Culturally Relevant Teaching strategies and research based strategies such as gradual release.
3. Monitor data with students and set goals with students.

Person Responsible	Carlie Stach (stachc@pcsb.org)

#10. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Our current data indicates a gap in achievement between our black and non black students as evidenced by FSA 2019 data and MAP data. Winter MAP data indicates that 20% of our black students were proficient. Winter MAP shows 7% of our SWD students were proficient. To close the gap we will provide equity centered PD school-wide and focus on instructional practices that are culturally relevant and researched based to increase engagement and access for all learners. We will use assessments to determine proficiency gaps and provide direct remediation.
Measurable Outcome:	The percentage of SWD and Black students achieving ELA proficiency or higher will increase from 20% to 50% for Black students and from 7% to 50% for SWD as measured by the Winter MAP proficiency percentile.
Monitoring:	The area of focus will be monitored by monitoring teacher participation and completion of AVID/Culturally Relevant Teaching training. student MAP data, OPM data and discipline data will be monitored for SWD and Black students. Monitored by using the ELFAC assessment to determine gaps.
Person responsible for monitoring outcome:	Nicole Kenngott (kenngottn@pcsb.org)
Evidence-based Strategy:	To close the opportunity gap between Students with Disabilities/ Non-Students with Disabilities and Black/Non-Black students we will implement culturally relevant and equitable practices. We will include professional development on equitable grading, retention research and Restorative Practices.
Rationale for Evidence-based Strategy:	Based on data such as academic performance on standardized tests, school incident reports, student grades and teacher completion of AVID/Culturally Responsive Teaching training an opportunity/achievement gap can be seen for SWD and Black students. If additional professional development in these areas is provided and strategies are implemented these gaps can be reduced and the overall school wide culture would continue to develop and be more inclusive.

Action Steps to Implement

1. Utilize Equity Champions at the school site to deliver trainings to staff on equitable practices. Implement a monthly book for grade levels each month that focus on equity and inclusion.
2. Utilize Restorative Practices facilitator to provide professional development through out school year on the use of Restorative Practices and PBIS strategies that support the needs of all learners.
3, Share and implement Culturally Relevant Teaching walk through tool in grade level PLCs.
4. SBLT shares data to provide ongoing information to staff (EWS (Early Warning Systems), Istation, MAP, Behavior, Dreambox) each month to monitor progress and action plan for growth.
5. Use data from formative assessment to focus on identified areas of needed growth and differentiate instruction.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Plumb will continue to implement our Tier 1 PBIS plan to support the development and implementation of positive behavior strategies. We will continue to use Restorative Practices, Guidelines for Success, Commitment to Character and CHAMPS strategies to build strong class cultures and a strong and positive schoolwide culture. We will continue to implement our PBIS rewards to focus on expected behaviors. Additionally we will continue to use student services staff to provide small group help for students, build our mentoring program to support students who may be at risk. We will teach and reteach guidelines for success, review and share behavior data with staff and problem solve areas that arise. We will continue to build strong relationships with families and community to strengthen our school wide culture. We will use PBIS tools such as STOIC walkthrough tool to monitor the implementation of PBIS.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

A positive classroom, school culture and environment is the foundational framework for the work that is done at Plumb Elementary. The administrative team is visible and accessible to all staff, students, families and stakeholders to ensure that the school culture is reflective of our mission and vision.
Plumb welcomes families through various events such as PTA functions, academic functions, family lunch days, Open house and virtual events. We have a dedicated community liaison that works with volunteers, community organizations and PTA to support the overall culture of our school. She holds volunteer orientations and celebrations. Plumb has a strong partnership with SPC and we host interns at various levels. Plumb Elementary communicates with all stakeholders through various methods such as school messenger, marquis, school website and PTA facebook page.
At Plumb Elementary our school mission is Academic and Personal Growth for Each Scholar. We strive to meet this mission through the implementation of our GFS. We are currently a PBIS Gold School and we continue to implement PBIS strategies to support a cohesive, inclusive and positive learning environment for each and every scholar. We align all of the work we do to our Mission/Vision, SIP and set goals and action plan around these guiding factors. By continuing to focus on this mission and vision and SIP plan we are committed to seeing positive change and impact on teaching and learning at Plumb Elementary.

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

Holly Del Duca: Principal-Facilitator of SIP, Mission/Vision
Carlie Stach: Assistant Principal-Facilitator of PBIS, School Mission/Vision
Kathy Kourkoulos: Behavior Specialist-Facilitator of PBIS plan
Nicole Kenngott: Teacher-Facilitator of Restorative Practices
Rebekah Moran: Teacher: Facilitator of Family and Community Engagement
Tara Tuccitto: Family and Community Liaison
Kim Houtz: School Guidance Counselor- Facilitator of SEL strategies/attendance

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3431 - Plumb Elementary School			$2,000.00
			Notes: TDE for teachers to do collaborative planning and learning walks to support ELA and math instruction and standard knowledge.			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
4	**III.A.**	**Areas of Focus: Other: Healthy Schools**				**$0.00**
5	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**				**$0.00**
6	**III.A.**	**Areas of Focus: Other: Family and Community Involvement**				**$0.00**
7	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3431 - Plumb Elementary School			$500.00
			Notes: Purchase read aloud texts relating to topics on equity and diversity to support a positive and inclusive school culture.			
8	**III.A.**	**Areas of Focus: Other: ESSA African American Students/Bridging the Gap**				**$0.00**
9	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
10	**III.A.**	**Areas of Focus: Culture & Environment: Equity & Diversity**				**$0.00**
					Total:	**$2,500.00**